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ABSTRACT

The passage of the Vocational Education Act of 1963 broadened the emphasis of home economics education to include the development of occupational programs, a task which involved developing curriculum models, instructional materials, and teacher education programs. The hospitality Education Curriculum Development Project sought to expand employment opportunities via the Initiation of new programs in local school settings and to secure by means of monitoring local clinical programs, a reservoir of experience and information from which to generate guidelines for the above. The ultimate objective of the project was to extend opportunities for occupational preparation to high school students. The major outcomes from this project are the materials prepared and used in the activities, the educational growth experience by project participants, and the benefit to be derived by future projects by this type. Related documents are available as ED 028 874, and ED 016 854. (JS)

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Project No. 801
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A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept

HOSPITALITY EDUCATION CURRICULUM DEVELOPMENT PROJECT

U.S. Department of
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By

Carolyn Dommer, Project Leader

Michigan State University
East Lansing, Michigan

February 1970

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PREFACE

This project was one of the most important within the Research and Development Program since it concerned the emerging field of wage-earning home economics programs. This area was one of the most significant to be pin-pointed by the Vocational Education Act of 1963 and provided an impetus to develop a whole new area of occupational education. M.S.U. has a long and illustrious history of preparing teachers and leadership personnel in the area of home and family living and it seemed proper that it should take leadership in developing the area of wage-earning curricula.

This project is equally as important for another reason. As director of the R & D, I said early and often that "we needed to take corporals and make them into captains". This was a way of saying that research personnel with the customary academic, research, and teaching experience were difficult to find, especially to be employed on a "soft-money" project. Therefore, it was necessary to find "corporals" -- those young teachers who appeared to have the potential to become researchers. They were, in Army slang, to be promoted at once to captains in an emergency. Carolyn Dommer was such a "corporal" and became through her intelligence, drive, and leadership, a "captain". Miss Dommer did an outstanding job in an area without definition. She obtained involvement of groups and used the clinical setting to develop the best from local teachers. She paid close attention to detail. In short, she directed her project with authority and imagination. She is to be commended by her peers in Home Economics Education.

Peter G. Haines, Director
R & D Program in Vocational-Technical Educ.
East Lansing
1969

FOREWORD

The Research and Development Program in Vocational-Technical Education was established in 1965 as part of the Department of Secondary Education and Curriculum, College of Education, Michigan State University. Under contract to the U.S. Office of Education, the Research and Development Porgram employed a clinical approach to curriculum development and research in vocational education. In this approach, the clinical schools served concomitantly in laboratory, leadership training, and research roles providing a working environment in which teaching ideas, procedures, and materials could be developed, tested, and refined.

The Hospitality Education Project was initiated in response to growing needs in Home Economics Education for curriculum development, teacher education, and research related to wage-earning programs. The Hospitality Education Project focused upon the problem of obtaining information about the many "unknowns" associated with some of the newly emerging programs in home economics occupational education and concentrated upon training for the food sales and service occupations.

This report reviews the operation of the Hospitality Education Project including the organizational phase and the two years of association with the clinical schools. Intended primarily for those charged with leadership development for occupational education programs in hospitality services and home economics, this report is one of several publications prepared as part of the Hospitality Education Project. This document reviews the development, operation, and appraisal of the project from its inception on January 1, 1966 to its termination on June 30, 1969, and represents the final report of the project. The initial phase of the project funded under contract OE-5-85-111 is reported in the 1967 Research and Development Program: Project 801 Report. Two additional publications of particular interest to vocational educators at the local level are also under development: Guidelines for Developing and Operating Hospitality Education Programs focuses upon general program development while Curriculum Resources for Hospitality Education provides curriculum and teaching suggestions for the teacher.

The Hospitality Education Project has involved the combined efforts of staff members in Home Economics Education, Distributive Education, and the School of Hotel, Restaurant and Institutional Management at Michigan State University in cooperation with the Michigan Department of Education and the Hospitality industry. Deep appreciation is extended to all who participated in the various project activities, but the clinical school personnel deserve special acknowledgement. Particular appreciation must also be extended to the graduate assistants who served long and dedicated hours in the cause of the project: Mrs. Shirley Brewer, Mr. Richard Acosta, Mrs. Dorothy West, Mr. Jack Hruska, and Miss Joan Quilling. Without the individual and collective patience, dedication, and willingness to explore the unknown, this project could not have continued.

It is hoped that this report will be useful to the schools as a record of participation in the project and also to others interested in developing the occupational emphasis in hospitality services and home economics education.

Carolyn Dommer
Project Leader

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CHAPTER ONE:

INTRODUCTION

Section A: Project Summary

The Problem. The Hospitality Education Project was a curriculum development project established to meet two important vocational education needs: (1) to expand employment opportunities via the initiation of new programs in local school settings and (2) to secure, from monitoring and studying the development and operation of the local clinical programs, a reservoir of experience and information from which to generate guidelines for future teacher education, program development, and research activities.

The Challenge. The constellation of contemporary technological and social changes which resulted in the passage of the Vocational Education Act of 1963 generated a new set of demands upon programs in home economics education as well as in other curriculum areas. Home economics education was charged with a new responsibility for adding an occupational dimension to what had been almost exclusively a family-centered program. The field faced the complex task of developing occupational programs for which curriculum models were largely non-existent, while simultaneously developing corresponding structures for preparing teachers and allied instructional resources -- neither of which were available.

Expanding the scope of home economics education to include the growing occupational emphasis involves several interrelated considerations including: (1) expanding the concept and understanding of home economics education to include the occupational emphasis while maintaining justifiable emphasis upon the family-centered dimension; (2) delineating the occupational areas which are directly related to the content of home economics; and (3) developing an adequate network of occupational program development resources -- competent personnel, comprehensive principles and program development methodology, instructional facilities and materials, and school-community partnership agreements for developing and supporting new occupational education programs.

Two major considerations influenced the development of the direction and activities of this project: (1) the overall clinical focus of the Research and Development Program and (2) outcomes of earlier activities of the home economics teacher education at Michigan State University which provided a foundation upon which to extend the occupational focus in home economics education.

Project Objectives. The overall purpose of the project was to explore approaches and formulate guidelines to program development, teacher preparation, and development of instructional materials relevant to hospitality education and other areas of home economics occupational education and to analyze and interpret the resulting developments as they might relate to establishing future directions, activities and research in the field.

Seven major objectives guided the initial development and operation of the project:

1. To explore the program development potential of emerging occupational areas related to home economics.
2. To study and report practices employed in developing home economics-related occupational programs.
3. To gather and develop curriculum and instructional materials for selected occupational areas.
4. To examine the program development and teaching roles and responsibilities of teachers and other school personnel as a basis for future development of professional education for leadership personnel.
5. To assess the nature of factors which appear to be crucial to the development of the occupational phase of the home economics program.
6. To intensify the involvement of home economics education personnel in developing occupationally oriented educational programs.
7. To create a greater awareness and deeper understanding of the components and value of a sound occupational education program among educators and citizens.

The project ultimately was concerned with extending opportunities for occupational preparation to high school students. It endeavored to accomplish this while concomitantly expanding the availablity of program development information and increasing the supply of qualified and experienced vocational educators.

Project Organization and Operation. Established on January 1, 1966 the Hospitality Education Project was one of several curriculum development and research projects operated through the Research and Development Program in Vocational-Technical Education at Michigan State University. Directed by Dr. Peter G. Haines, Professor and Coordinator of Business and Distributive Education, the R & D Program was a part of the Department of Secondary Education and Curriculum and financed partly through a contract with the Office of Education, United States Department of Health, Education, and Welfare. The initial contract (OE5-85-111) covered the period July 1, 1965 - November 30, 1966. The project was continued under the contract OEG-3-7-0702-11-2679 from December 1, 1966 to July 31, 1967. Extensions were made for the periods August 1, 1967 to June 30, 1968 and July 1, 1968 to October 15, 1969 to complete all projects.

The project was a combined effort of Home Economics Education, Distributive Education, and the School of Hotel, Restaurant and Institutional Management at Michigan State University in cooperation with the participating clinical schools, the Michigan Department of Education, and the hospitality industry. The staff for the Hospitality Education Project included the project leader who was assisted by graduate students, a part-time secretary, and temporary consultants. Miss Carolyn Dommer, Instructor in Home Economics Education served as project leader.

The clinical approach to curriculum development included the provision of periodic consultant services to participating schools during the early stages of program development. In addition, workshops and conferences were conducted for clinical school personnel to provide in-service education and opportunities to share experiences with others. Responsiblity for overall project planning, coordination, and materials preparation was assumed largely by the university-based project staff in consultation with clinical school personnel and consultants.

Seven Michigan high schools participated as clinical sites during various stages of the project operation. In addition, several schools participated in periodic workshops on an invitational basis.

Summary of Project Activities. The operation of the project may be viewed in terms of several phases of activities:

Phase 1:	Preliminary Planning and Preparation: Development of initial project proposal preparation of guidelines and materials, selection and orientation of clinical schools, development of supplementary project proposals, etc.	January 1, 1966 - August 31, 1966.
Phase 2:	Institute and Follow-Up Workshops for Clinical School Personnel: Held at Michigan State University for teachers and other clinical	July 6-27, 1966 November 1966 February 1967 May 1967

	school personnel for in-service education, to share ideas, and to examine materials.	November 1967 February 1968 May 1968
Phase 3:	Clinical Operation -- Stage 1: Initiation of preparatory classes in commercial foods; planning for Stage 2 of Clinical Operation.	September 1, 1966 - June 30, 1967
Phase 4:	Clinical Operation -- Stage 2: Continuation of preparatory classes; initiation of cooperative work experience in commercial foods; student evaluations of programs.	September 1, 1967 - June 30, 1968
Phase 5:	Project Summaries and Reports: Revision of curriculum and program development materials; preparation of final report of project.	October 1, 1968 - June 30, 1969

Outcomes. The conclusion of an exploratory and developmental project is an arbitrary one to a large extent. Also, the outcomes from such an activity exist primarily as "potentials for future development" rather than as final results in some culminating sense. The general intent of the project was to engage in exploratory and developmental activities as a way of creating a fund of program development experience which could serve as a basis for establishing future projects in home economics occupational education relating to program and curriculum development, teacher education, and research.

In this sense, the outcomes resulting from the operation of the Hospitality Education Project are of two basic types. The first type includes the material and information assembled for reference, the materials prepared to use in the project, and the materials prepared to summarize and report curriculum and operational developments emerging from project activities. The second type of outcome, while less tangible than the first, is no less important. It relates to the educational growth experienced by project participants at all levels -- the students, local school and advisory personnel, and those associated with teacher education. Both types of outcomes represent the development of essential resources for expanding the "frontiers" of the employment dimension in home economics education and contribute also to expanding resources for vocational education in general.

Section B: The Problem and Procedures -- An Overview

Overview. The Hospitality Education Curriculum Development Project was initiated to expand the occupational dimension in home economics education and in particular to meet the growing demands for programs in hospitality services.[1] This developmental and exploratory project was established to meet two important vocational education needs: (1) to expand vocational education opportunities via the initiation of programs in local school settings (clinical programs) and (2) to secure, from monitoring and studying the development and operation of the clinical programs, a reservoir of experience and information from which to generate guidelines for future teacher education, program development, and research activities.

The sections of this report dealing with the project origins, objectives, and functions serve as an introduction to the initiation, modification, and overall operation of the developmental and exploratory project in hospitality services and home economics occupational education. Subsequent chapters contain more detailed accounts of the establishment, operation, and outcomes of the project.

Stimulus for Initiating the Project. While occupational education in home economics is not totally new, it has traditionally received relatively minor emphasis at all educational levels. In the past, the primary focus has centered upon preparing students and their teachers for programs in homemaking and family life. This focus continues to take on added importance in our increasingly complex society, but the response to the mandates of the federal legislation of the 1960's requires that home economics education expand its program framework to include the occupational dimension.

The challenges of such a task become particularly critical in a field, such as home economics education, where an instant need develops for experienced leadership, program models, and instructional materials. Questions concerning the many "unknowns" regarding teaching competencies and teacher education requirements and programs must be considered simultaneously with the myriad of "unknowns" related to the occupational requirements of jobs which may be classified as home economics-related.

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[1] In the initial project proposal, the emphasis in the hospitality education was intended as the first of a series of curriculum development projects in home economics occupational education. As time progressed, project activities were confined to the original area of involvement due to subsequent uncertainties regarding contract extensions, grant restrictions, and failure to obtain the kind of long-term funding (3-5 years) essential for any comprehensive program development and research commitment.

This project was established originally as a curriculum development and research project to explore program development and related teacher education needs for home economics occupational education.

Two major considerations influenced the initial direction of the project: (1) the overall clinical school focus of the Research and Development Program and (2) outcomes of earlier occupational program development activities of the home economics teacher education staff at Michigan State University. In 1965, M.S.U. vocational educators had developed workshops and follow-up projects for prospective home economics occupational teachers.[2] As a result of experiences gained in these projects, critical issues and problems associated with developing and implementing home economics occupational education programs were beginning to be detected. In these early projects, teacher educators found few program models available and few charted directions for preparing the teachers needed for developing the instructional programs.

The foregoing projects were important to the formulation of this project established through the Research and Development Program. With an initial project focus upon hospitality education, a developmental approach was employed to provide concurrently curriculum ideas and plans instructional aids, and assistance to the teachers developing the instructional programs. The instructional aspects of the project centered in the participating high schools serving as clinical sites for the Research and Development Program.

Objectives. The project's ultimate goal was concerned with extending opportunities for occupational preparation to high school students. It endeavored to accomplish this while concomitantly increasing the availability of program development information and expanding the qualifications and experience of vocational educators in home economics.

Seven major objectives guided the initial exploration and development of this project:

1. To explore the program development potential of emerging occupational areas related to home economics.

2. To study and report practices employed in developing home economics-related occupational programs.

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[2] These are reported in two documents: (1) Helen L. Hollandsworth and Henry O. Barbour, Preparing Teachers and Instructional Materials for the Food Service Occupations (EP-6). East Lansing, Michigan: Educational Publication Services, Michigan State University, 1966. (2) Beatrice O'Donnell, Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics (HE-10). East Lansing, Michigan: Educational Publication Services, Michigan State University, 1967.

3. To gather and develop curriculum and instructional materials for selected occupational areas.

4. To examine the program development and teaching roles and responsibilities of teachers and other school personnel as a basis for future development of professional education offerings for leadership personnel.

5. To assess the nature of factors which appear to be crucial to the development of the occupational phase of the home economics program.

6. To intensify the involvement of home economics education personnel in developing occupationally oriented education programs.

7. To create a greater awareness and deeper understanding of the components and value of a sound occupational education program among educators and citizens.

Functions. Conducting the curriculum-development project involved several interrelated functions: (1) project organization and management; (2) personnel development; (3) clinical school consultation and coordination; (4) curriculum formulation; (5) reference and instructional materials acquisition and preparation; (6) data collections and analysis; (7) evaluation; and (8) reporting and disseminating project outcomes. In the developmental approach of this project, the personnel development and clinical school coordination functions became centrally important to the overall operation of the project.

CHAPTER TWO

THE BACKGROUND OF THE PROJECT:

A FRAMEWORK FOR CONSIDERING OCCUPATIONAL PROGRAM DEVELOPMENT FOR HOSPITALITY SERVICES AND HOME ECONOMICS

Overview. Throughout the duration of the Hospitality Education Project, questions arose regarding what hospitality education and job preparation in home economics education were all about. The contents of this chapter have been drawn from the conceptual interpretations and clarifications provided by project staff in response to inquries regarding the meaning and nature of several concepts as they related to the operation of the Hospitality Education Project: "hospitality services," "vocational education," "developmental projects," and "home economics occupational education."

The conceptual exploration emerged as one of the outgrowths of project activities and provides a framework for considering several ideas essential to a comprehensive review of the project. This "conceptual outcome" is included as part of the introductory portion of this report to provide a perspective for reviewing the subsequent report of the development, operation, and appraisal of the Hospitality Education Project.

Toward a Definition of Hospitality Services. The term "hospitality services" is intended to be a comprehensive label encompassing those phases of the trade and personal service fields which provide food, lodging and recreation for persons when they are away from home. Any attempt to locate statistical studies of the hospitality industry as a whole will illustrate the recency of use of the terms "hospitality services" and "hospitality industry". Historically, the various dimensions of the hospitality industry have been considered as separate industries or businesses or as adjuncts of some broader segment of the economy -- such as the food service industry being "viewed as a part of or adjunct of the broad grocery market."[1]

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[1] Micheal G. Van Dress and William H. Freund, The Food Service Industry: Its Structure and Characteristics, 1966, Statistical Bulletin No. 416, Marketing Economics Division, Economics Research Service, U.S. Department of Agriculture, (Washington, D.C.: U.S. Government Printing Office, 1968) p. 1.

An accurate assessment of the magnitude of the total hospitality industry is rather difficult to obtain. Statistics for separate segments of the industry are more commonly available. The following reference to food service suggests something of the scope of operation:

> Estimates based on the survey data show that, in the types of establishments surveyed, the retail value of food and non-alcoholic beverages served during the year covered was approximately $22 billion, with 104 million individual consumer transactions daily.
>
> The retail value of food moving through outlets or the type not included in the survey is estimated at about $6 billion of which milirary services and elementary and secondary schools account for about 90 percent. Thus, the total retail value of food served away from home, excluding alcoholic beverages, is estimated at about $28 billion. The number of individual consumer transactions is estimated at more than 120 million daily.[2]

The Van Dress and Freund study further notes several trends which have important implications for employment in the hospitality services field. For example, they report census data showing that for establishments that are primarily eating places, sales rose over 58 percent between 1960 and 1966 (an increase of 36 percent in constand dollars -- 1957-59 = 100).[3] In its predictions for the future, the report comments:

> As a result of the historic identification of the away-from-home market with the broad grocery market, little has been done to define its structure, measure its importance, analyze its performance, or examine its requirements. Yet, in recent years there is no part of the entire food industry, from farm to consumer, in which change has been so apparent as in the food service industry. Even greater change is indicated in the future in terms of the size of the market, the types of food and services required, the number, size and location of establishments, and the types of food services offered.[4]

While the preceding provides but a glimpse of a portion of the total hospitality industry, the view does suggest something of the nature, complexity, and expansion of a major segment of the hospitality industry.

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[2] Ibid, p. 2.

[3] Ibid, p. 2.

[4] Ibid,

The Nature of Vocational Education for Hospitality Services and Home Economics. Generally speaking, an intensified focus upon hospitality service occupations in vocational education curricula is a rather recent development. With a few notable exceptions,[5] systematic and comprehensive vocational programs in hospitality services have rarely been offered in public secondary or post-secondary schools prior to this decade. Historically, occupational training for jobs within the hospitality industry has been accomplished essentially through a few trade programs and through industry or military-sponsored on-the-job training or apprentice programs. Consequently, in the present educational enterprise there is no established vocational program structure completely organized to assume program development leadership for this increasingly important area of occupational opportunity.

How the vocational education structure is to accommodate itself to incorporating the area of hospitality services represents an area of complex decisions. The accommodation problem is further complicated by the limited availability of standardized job descriptions and performance requirements essential to curriculum development and indentity within the vocational education structure.

An initial consideration of the problem suggests that the kind of content with which hospitality education would deal is most closely related to some aspects of home economics, distributive education, and industrial education. Consequently, several possibilities for organizing hospitality education programs might be considered. First, the responsibility might be adopted by (or mandated to) one or more of the vocational services, a practice which has existed to some extent over the years.[6] Secondly, program development might be shared on a team basis by the educational areas most closely related to educational and training requirements. To some extent, this characterizes the approach taken in the FEAST Project[7] where a variety of curriculum areas -- home economics, business English, math, science, etc. -- have joined together to provide a coordinated block-time (3-4 periods) program of instruction. A third possibility is to establish hospitality services as a separate vocational area.

It is not the purpose of this brief discussion to resolve the complex problem of sturctural accommodation for hospitality services.

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[5] Such as the commercial foods program at Chadsey High School, Detroit Michigan.

[6] Using teacher certification as an index, hospitality-related programs have existed in home economics, distributive education and industrial education departments.

[7] Food Education and Service Technology. Program originally operated in several high schools in the San Francisco Bay Area under a grant from the Ford Foundation to City College of San Francisco, Hilda Watson Gifford, Director.

Rather, some of the problems and possible approaches are raised in order to emphasize the importance of developing a suitable identification for this emerging occupational area and to suggest that its characteristics will be shaped by the organizational structure in which it is developed.

Resolution of the problem is crucial from another standpoint -- namely teacher education. Since vocational teacher education programs have been structured along lines which closely parallel the educational program for which the teachers are prepared, the question of responsibility for preparing teacher for new kinds of programs is a most crucial one.

The concept of vocational education evokes many interpretations as it conveys a general meaning of "preparation for the world of work". As with many commonly used terms, a great deal of meaning may be lost in the generalization process. For example, when attempting to use the general meaning of vocational education to respond to more specific questions and issues (such as "what kind of preparation?", "for what jobs?", "in what setting?", "at what education level?", etc.), it becomes readily apparent that a generalized meaning is inadequate. Consequently, the meaning and use of the term in various situations must be specified. Such a specification is not to deny other equally valid applications of a concept if they are appropriately used. Rather, it is to emphasize the importance of clarification when using a concept which is subject to several differing interpretations.

Vocational education as conceptualized in the Hospitality Education Project refers to that combination of formal instruction and practical experience which prepared students in a comprehensive high school program for initial employment. It concerns itself with providing instruction in those understandings, skills, and attitudes which are requisite to initial performance in a cluster of related jobs in a given occupational area. In addition, the basic instruction and experience are intended to serve as a basis for future employment advancement and/or continued education in the occupational field. In recognition of the relatively longer time span usually required for attitude formation and/or change, the period of instruction within the comprehensive high school setting is extended over several semesters (ordinarily a period of two years on the basis of two periods of instruction daily).

Meeting demands for trained personnel in an ever-changing employment environment is a problem of concern to all vocational educators. Maintaining a balanced relationship of vocational education to contemporary manpower needs -- termed "vocational efficiency"[8] by Barlow -- is a complex problem. Since creating jobs is not a function of vocational education,

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[11] Melvin L. Barlow, "The Challenge to Vocational Education", Vocational Education. The Sixty-fourth Yearbook of the National Society for the Study of Education. (Chicago: National Society for the Study of Education, 1965), pp. 14-15.

its response to vocational efficiency must be directed toward maintaining educational relevance.

In this context the question may be raised whether educational relevance includes developing occupational training programs for very specialized and very short term employment demands. While a comprehensive exploration of the ramifications of this highly controversial issue is far beyond the scope of this discussion, it seems important to note that vocational education (at the secondary school level) generally takes place in a comprehensive education setting. Thus, the purpose of any learning experience -- including those in vocational education -- needs to be carefully examined. In particular, the question of whether it is an end in itself or whether it is a means to achieve additional educational goals needs to be considered.

In this project, every effort was made to provide a dual focus in instruction. First to provide educational opportunity for students to achieve a relatively short-range goal of obtaining at least entry level employment upon completion of the program. Secondly, an attempt was made to organize an instructional program to provide continued opportunity for developing awareness of, and readiness for, continued education so essential in today's rapidly changing world. In this context, experience associated with achieving the goal of immediate employment also served as a vehicle for working toward the more long-range goal of continuing education.

A Developmental Approach. Of all the concepts central to an understanding of the Hospitality Education Project, the meaning of a "developmental approach" has been the most difficult to interpret and clarify. It is continually necessary to recall that at the outset of the project, little was known regarding the development of hospitality education programs or the preparation of teachers for comprehensive programs in this emerging occupational area. Consequently, the basic task confronting project staff was essentially an exploratory one (in contrast to the more closely controlled approaches characterizing pilot or experimental projects). Thus, the terms "developmental" and "exploratory" are more appropriately applied to the Hospitality Education Project.

In an over-simplified of a developmental approach, the goals and program framework are structured in a general way at the outset as are some (but not all) of the details. As the program progresses, operations are formulated in greater detail, tried out, and revised as they are used and evaluated. Thus, the program structure does not become fixed in a rigid sense. Rahter, planning, coordinating and evaluating become crucial interrelated and continuous functions.

In the developmental and exploratory approach used in this project, the overall focus was upon undertaking a range of activities in teacher education and program development which could center in the clinical school operation while at the same time would provide "feedback" to project staff. As minimums, this meant that the initial phase of the project should be continued long enough to enable the local teachers to modify and repeat initial operations and that teachers needed to be assigned program-development time on a regular basis so that the planning, coordination and evaluation functions are literally "built into" the daily responsibilities of the teachers.

Dilemmas in Home Economics Occupational Education. By 1966 important strides had been made in responding to the challenges directed to home economics education by the Vocational Education Act of 1963. In comparison to continuing needs, however, the job had only begun. The task was complicated by the dilemma which, on the one hand, required initiation of the broad range of new occupationally oriented programs where few previously existed, while on the other hand requiring a whole complex of program development resources -- program development "know-how", sufficient numbers of appropriately prepared teachers, suitable instructional and evaluation materials and the like.

Since the challenges and opportinities created by the Vocational Education Act of 1963, home economics education has explored many frontiers in occupational education. Several national conferences and many teacher education workshops have focused upon the occupational emphasis in home economics. There has been a substantial increase in the number of instructional programs available to high school students. Several comprehensive curriculum development projects have been completed, or are in the final stages.

However, considerably more is needed if current and expanding vocational education needs are to be met. Despite the progress cited previously, there are few identifiable structural provisions for the occupational phase of home economics education. In teacher education, provisions for teacher training is almost non-existent at the pre-service level and is generally handled on a specialized workshop basis at the in-service level. This means that few avenues exist on a regular basis for preparing teachers for the occupational teaching responsibilities.

In addition, training must be made available in many occupations not previously represented in vocational education offerings. The rapidly expanding employment opportunities found in occupations which provide services to families in the home or to persons in institutions or other group situations is the subject of new and increased attention -- particularly to home economics educators. The content areas of home economics -- family relations, child development, clothing and textiles, food and nutrition, institutional and home management, housing, equipment and interior design -- are essential in the performance of a number of the service-oriented jobs such as those in child care services, food service, visiting homemaker and clothing maintenance.

Programs must also be developed to serve additional student populations at the secondary and post-secondary levels in both formal educational institutions (high schools and community colleges) and educational programs administered through community agencies. Programs must also be developed to meet the needs of the culturally, academically, and occupationally desadvantaged youth and adults for whom the approaches in traditional programs may be inadequate. In short, home economics education is being called upon to increase and diversify its program offerings and to involve a greater number and variety of students in vocationally-oriented classes at the post-high school and adult levels as well as in high schools.

While the dimensions of the complex challenge are not yet fully understood, it is generally recognized that changes involving philosophical and organizational reorientations are needed. Some gradual shifts have been noted. However, considerably greater adjustments are needed in teacher preparation and certification, in instructional materials, in local curriculum patterns, and in the facilities and other essential resources if the occupational dimension in home economics education is to expand and progress qualitatively as well as quantitatively.

CHAPTER THREE

DESIGN AND ORGANIZATION OF THE PROJECT

Focus of This Chapter. This chapter provides an overview of the framework of the Hospitality Education Project over the duration of its existence.[1] One of the characteristics of an exploratory and developmental project is that its complete structure can be known fully only in retrospect. This type of endeavor involves establishing a skeleton framework to serve as a "tentative design" to be modified and expanded in the light of subsequent experiences involved in conducting the project. This chapter focuses upon the central features of the project which, as component parts, together make up the framework of the project:

1. Project Objectives
2. Guidelines Used in Developing the Project
3. Selected Curriculum Emphases
4. Organizational Structure of the Project
5. Operational Functions and Phases of Project Operation

Each of these components is outlined in the remaining sections of this chapter.

Project Objectives. The ultimate concern in the project was that of extending opportunities for occupational preparation through exploring the potential participation of home economics education in developing occupationally oriented educational programs. While the seven major objectives which guided the initial exploration and development are considered as a basic component of the project framework, for purposes of space economy they have not been repeated from Chapter One.

Guidelines Used in Developing the Project. The absense of a predetermined type of project structure required the formulation of guidelines to provide systematic direction to the initial project planning and operation. During preliminary discussions regarding the project, a number of priorities and recommendations were identified. These were then translated into a set of guidelines to assist with developing the initial objectives and structure of the project:

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[1] The initial phase of the project also was outlined in some detail in the report concluding the first contract (OE5-85-111). Research and Development Program: Hospitality Education Curriculum Development Project -- Project 801. East Lansing, Michigan: Bureau of Publications, College of Education, Michigan State University, 1967.

1. The overall project framework, together with the procedures developed for its implementation, must be appropriate for a "developmental" approach in which intermediate stages and final outcomes (1) evolve from preceding stages (which may necessitate modifications in light of changing circumstances and for unanticipated developments) and (2) cannot be projected completely at the outset of the project. (This suggested the necessity of developing a continuous planning and feedback system to provide a basis for initiating needed changes in the evolving process.)

2. Curriculum development and innovation in vocational education must be viewed as a partnership program involving the public school, other public agencies -- such as the State Department of Education -- teacher education programs and the industrial and labor communities.

3. The project should be developed within the context of a broad and long-range plan of program development and teacher preparation in home economics occupational education. Priority should be placed upon an approach in which (1) teachers engage in a series of professional preparation activities correlated with their experiences in developing the clinical programs; (2) clinical programs serve as sites for observing program development as an on-going process of formulating, trying out, and modifying curricula, materials, and procedures; and (3) where identified professional problems and promising practices can then be used as a basis for structuring a teacher education program developed to prepare and upgrade teachers for home economics occupational programs.

4. Initial project focus should be in occupational areas where the identification of employment and educational needs has begun and where corresponding program development resources are most readily available.

5. The project should be developed and operated with the framework of the Research and Development

Program in Vocational-Technical Education as it is administered through the Department of Secondary Education and Curriculum within the College of Education (the department which includes all five vocational education services.)

6. Project staffing should represent the various educational areas and institutions concerned -- personnel from vocational services and curriculum fields related to program areas selected, participating schools, teacher education, and the State Department of Education -- to provide maximum liaison among the several institutions and agencies involved and to prepare participating schools for a future role as demonstration and student teaching sites.

7. The continuing full-time leadership for developing and coordinating the project should be the responsibility of the Research and Development Program staff representative from home economics education with staff assistance from other related areas as project expansion warrants.

8. Within the basic framework of project requirements and sound principles of vocational program development, clinical schools should be encouraged to develop their vocational education programs in relation to the context of the local situation rather than to conform to all details of a standardized program model.

9. Evaluation of the instructional programs and the overall project should be undertaken in relation to the purposes of the operations and the resulting outcomes, together with an assessment of the appropriateness and adequacy of resources made available and the procedures used in developing and/or conducting the programs.

10. Planning and evaluation activities should involve the project and clinical school personnel associated with the operational and coordinating phases of the project as well as project staff, advisory committee members, and administrators of the Research and Development Program.

11. Vocational education programs initiated in conjunction with this project should, in so far as

possible, be developed within existing organizational and administrative frameworks of the schools and regulating agencies. However, provision should be made to obtain, on a trial basis, appropriate authorization for developments not covered by existing policies and/or suitable deviations when conflict with existing policies prohibits legitimate experimental operations.

12. The emphasis in data collection and analysis shall be upon obtaining descriptive information regarding home economics occupational program development that can provide clues for (1) identifying future research problems and (2) developing instructional programs and preparing teachers for these programs.

Selected Curriculum Emphases -- Initial and Revised. At the outset, the project was viewed as an expanding curriculum development operation extending over a period of several years (approximately five) which would serve as a nucleus for initiating related research and teacher education activities identified as the project progressed.

The central features of the proposed project are illustrated in Figure 1 which outlines the basic components and general scope of the project. The detailed proposal was included in the report for the first contract[2] and consequently is not reproduced in this document.

The proposed scope of the project was outlined in the proposal submitted for continuing the Research and Development Program beyond November 30, 1966 (the termination date of the initial contract[3]). The second U.S.O.E. contract[4] for operating the Research and Development Program beyond November 30, 1966, was funded considerably below the proposed level. As a result, the scope of this project was revised to conform with the resources available for continued operations.

The revised focus and scope of the project also is outlined in Figure 1. The dominant modifications involved narrowing the curriculum scope, chainging the nature of and reducing the amount of reimbursement

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[2] (OE5-85-111). Research and Development Program: Hospitality Education Curriculum Development Project -- Project 801. East Lansing, Michigan: Bureau of Publications, College of Education, Michigan State University, 1967.

[3] OE5-85-111.

[4] OEG3-7-0702-11-2679

GENERAL PURPOSES OF THE PROJECT

1. Conduct an exploratory curriculum development project based upon a clinical school approach.
2. Acquire descriptive information regarding program development and teacher preparation in home economics occupational education.
3. Develop guidelines for establishing future home economics occupational programs and teacher preparation approaches.

PROPOSED PROGRAM SCOPE (January 1966)			REVISED PROGRAM SCOPE (Hospitality Education Project)	
1966-67	1967-68	Projected	1966-67	1967-68
Curriculum Emphasis (Additions)			Curriculum Emphasis	
-Preparatory Commercial Foods	-Cooperative Commercial Foods -Child Care Services (preparatory and cooperative) -Hotel-Motel-Housekeeping- and Related Services (preparatory and cooperative)	(Additions) -Homemaker Aides (preparatory and cooperative)	-Commercial Foods (preparatory)	-Commercial Foods (preparatory and cooperative)

CLINICAL PROGRAM FEATURES

1. Teachers serve as research associates for the Michigan State University Research and Development Program
2. Local advisory committees
3. Preparatory and cooperative instruction
4. Open-ended instructional focus
5. Co-educational classes (locally determined)

PROJECT FUNCTIONS

1. Project Organization and Coordination
2. Clinical School Selection, Orientation and Coordination
3. Program Development (including curriculum design, implementation, and evaluation functions)
4. Acquisition and Preparation of Curriculum and Instructional Materials
5. Personnel Development (including teacher education)
6. Data Collection and Analysis
7. Evaluation
8. Dissemination of Reports and Materials

FIGURE 1

PROJECT FRAMEWORK: DEVELOPING VOCATIONAL EDUCATION PROGRAMS FOR HOME ECONOMICS-RELATED OCCUPATIONS to schools, the greatly reducing of reports required of clinical schools. The initial curriculum focus upon hospitality services (essentially commercial foods) was retained, and plans for expanding the emphasis to include other occupational areas were reluctantly eliminated.

Organizational Structure of the Project. The organizational framework in which the project was conducted is diagrammed in Figure 2. At the project level, the structure is extended to include a system of local schools which served as clinical sites for the project. Programs developed in these schools served as "instructional laboratories" in which the teachers generated curriculum ideas and/or tried out suggestions from project colleagues. The outcomes of the clinical process were then reported in three ways: (1) to project staff on their visits to the clinical programs, (2) in selected written reports submitted by the teachers (limited largely to the early stages of the project), and (3) at project workshops (held three times a year) thereby enabling teachers to discuss and exchange ideas and problems with each other.

In the original project design it was intended that the teacher/research associate in each school would serve in the capacity of adjunct project staff for purposes of regularly submitting data from the clinical program. This feature was discontinued as a result of contract budget reductions which prohibited the reimbursement to schools for research associate time.

Operational Functions and Phases of Project Operation. Conducting this exploratory and developmental curriculum project involved serveral operational functions:

1. Project Organization and Management
2. Personnel Development (Including Teacher Education)
3. Clinical School Consultation and Coordination
4. Curriculum Development
5. Reference and Instructional Materials Acquisition and Preparation
6. Data Collection and Analysis
7. Evaluation
8. Reporting and Disseminating Information and Project Outcomes

While a more comprehensive discussion of activities relating to these functions is presented in Chapter Four, a brief sketch of the nature of the functions, together with an outline of the phases of project operation is outlined in Figure 3.

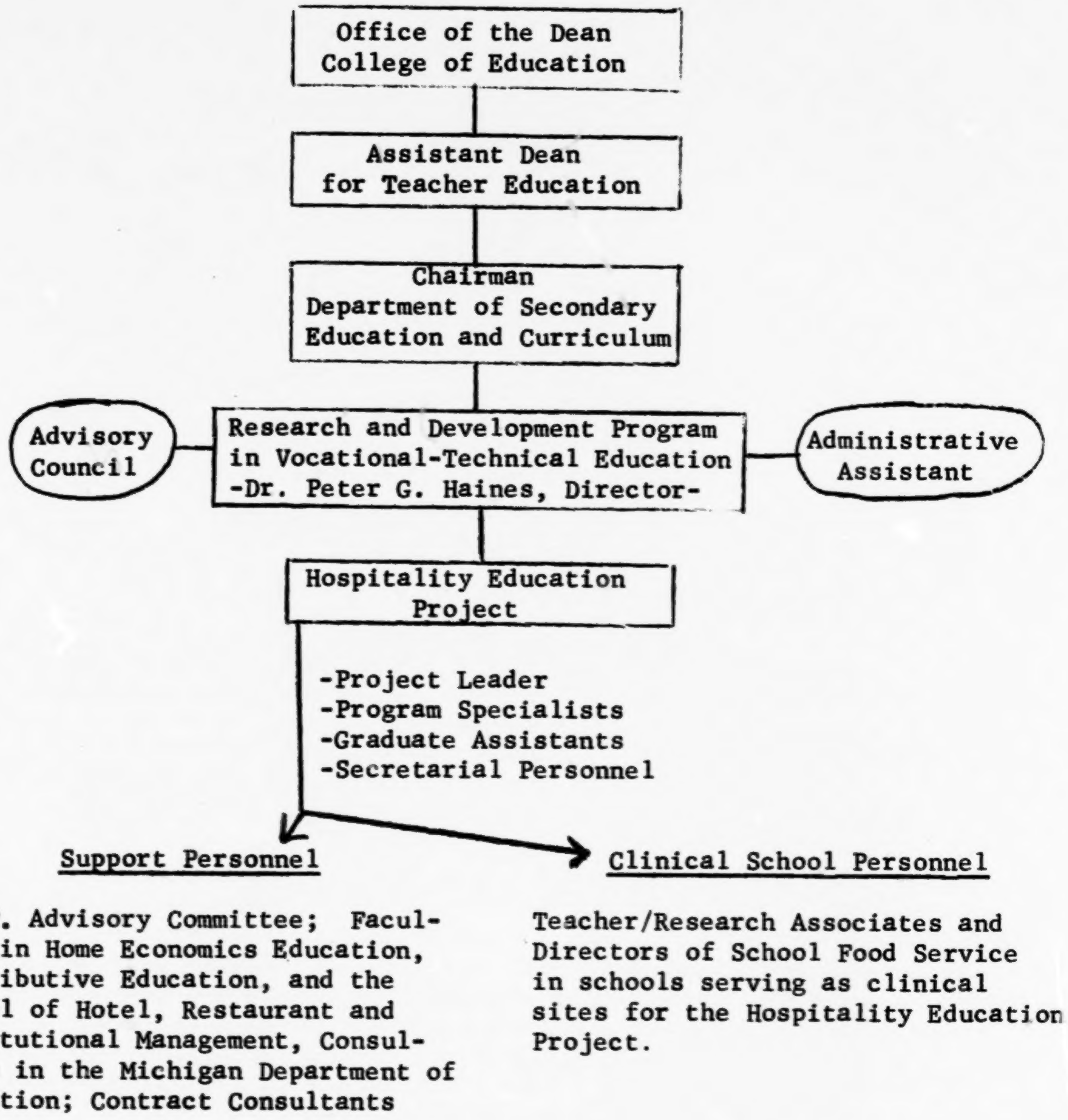
Office of the Dean
College of Education
Assistant Dean
for Teacher Education
Chairman
Department of Secondary
Education and Curriculum
Advisory
Council
Research and Development Program
in Vocational-Technical Education
-Dr. Peter G. Haines, Director-
Administrative
Assistant
Hospitality Education
Project
-Project Leader
-Program Specialists
-Graduate Assistants
-Secretarial Personnel
Support Personnel
H.E.P. Advisory Committee; Faculties in Home Economics Education, Distributive Education, and the School of Hotel, Restaurant and Institutional Management, Consultants in the Michigan Department of Education; Contract Consultants
Clinical School Personnel
Teacher/Research Associates and Directors of School Food Service in schools serving as clinical sites for the Hospitality Education Project.

FIGURE 2

ORGANIZATION OF THE HOSPITALITY EDUCATION PROJECT

	Phase 1: Preliminary Planning, Preparation, and Orientation Jan. 1, 1966 - Aug. 31, 1966	Phase 2: Hospitality Education Institute July 6-27, 1966	Phase 3: Clinical Operation -- Stage I Sept. 1, '66 - June 30, '69	Phase 4: Clinical Operation -- Stage II July 1, '67-June 30, '68	Phase 5: Project Summary and Preparation of Reports Oct. 1, 1968 - June 30, '69
Contract	Contract OE5-85-111 (Jan. 1, 1966 - Nov. 30, 1966)			Contract OEC3-7-0702-11-2679 (Dec. 1, 1966 - June 30, 1969)	
General Focus of Activity	Development of initial project guidelines and materials; selection and orientation of clinical schools; development of supplementary project proposals.	Held at Michigan State University for teachers and food service directors from schools serving as clinical sites for the project (several additional participants by invitation.	Initiation of preparatory classes in commercial foods; planning for Stage II of clinical operation.	Continuation of preparatory classes; initiation of cooperative work experience in commercial foods; student evaluations of programs.	Review of curriculum and instructional materials; overall review of project activities; preparation of final report.
Staffing	Project Leader: Half-time) Graduate Assistants: Two (half-time) Secretary: One (one-third time)	Project Leader: (Full-time) Graduate Assistants: Two (half-time) Secretary: One (¼-time)	Project Leader: (Full-time) Graduate Assistants: One (¼-time) One (half-time)	Project Leader: (Half-time) Graduate Assistants: One (¾-time) One (half-time) Secretary: One (¼-time)	Project Leader: (Half-time) Graduate Assistant: One (half-time)
Participating Schools	18 schools interviewed by Project Leader 7 schools accepted invitations to participate as clinical sites	Representatives from the seven clinical schools.	→	Five clinical schools	
Clinical School Visitations by Project Staff	Generally one interview visit to each interested school followed by two conferences with each prospective clinical school		One clinical school visitation-conference by project leader during months when workshops were not held (generally 5-6 per school year)	Generally one school visitation-conference by project staff each semester	
Workshops and Conferences Conducted	January 12, 1966 meeting with administrators from Michigan high schools to announce and discuss opportunities for project participation.	Three-week institute in hospitality education for clinical school representatives	Three two-day workshops for representatives from clinical schools and other selected participants	→	
Curriculum and Program Development Activities	Initial reference materials collected and organized by project staff; preparation of tentative program and curriculum development guidelines	Curriculum resource units (rough draft) prepared by Institute participants. Duplicated and distributed to Institute participants by project staff	Curriculum resource units used by clinical school teachers; sharing of teacher-made and/or adapted curriculum and instructional materials and ideas during project workshops	Continued sharing of teaching and instructional materials and ideas among project participants at workshops· review of curriculum resource units and recommendations for revisions and refinements.	Preparation of preliminary drafts of revised curriculum resource materials and program development guidelines by project staff
Data Collection and Analysis	Interviews and surveys of immediate and long-range program development potentials of schools indicating interest in initial project participation	Background information from Institute participants.	Background information from clinical schools (enrollments, staffing, etc.); program development and instructional reports prepared by clinical school associates.	Clinical school reports made at workshops; survey of clinical school teaching/coordination problems; survey of students enrolled in clinical school hospitality education programs.	Project staff analysis of data collected during Phase Four

FIGURE 3

SUMMARY OF PHASES OF PROJECT OPERATIONS AND FUNCTIONS

CHAPTER FOUR

REVIEW OF PROJECT OPERATIONS AND ACTIVITIES

It is assumed that the value of a report dealing with an exploratory and developmental project consists of the descriptive account which it provides of the general operation of the project together with selected details of problems, procedures, and outcomes which would appear to be important for similar projects in the future. Reviewing a developmental project extending over some three and one-half years presents problems of considerable magnitude -- substantive as well as quantitative. Consequently, the developments of the Hospitality Education Project have been summarized and presented in a form paralleling, to some extent, the operational functions of the project.

Section A: Project Organization and Management
Section B: Establishing Clinical Sites
Section C: Development and Operation of the Clinical Programs
Section D: Institutes and Workshops for Teacher Education and Project Communication
Section E: Curriculum Development
Section F: Staff Travel, Consultation, and Conference Participation
Section G: Collection and Analysis of Project-Related Data
Section H: Dissemination of Information

It should be noted, that the following summarizations focus upon major areas of concern rather than upon the chronological progress of the operation of the project.

Section A: Project Organization and Management

Overview. The fundamental concern associated with this function was with the effective operation of all phases of the project. It included the drafting and revision of project proposals, securing resources for project operation, developing suitable monitoring, feedback, and coordination procedures, and formulating policies and overall operational procedures throughout the duration of the project. Some aspects of this function -- such as clinical school coordination -- are reviewed in other sections of this chapter. However, six aspects of the organization and management function have been selected for particular comment in this section: (1) preliminary project planning, preparation, and orientation, (2) resources and support for the project, (3) staff responsibilities, (4) project advisory committee, (5) changes and challenges in project plans and operations, and (6) recognition of clinical school contributions.

Preliminary Project Planning, Preparation, and Orientation. At the outset of the project (January 1, 1966), the initial task was one of generating ideas and structuring plans for a project which would (1) correspond to the clinical approach of the already-operating Research and Development Program, (2) be an appropriate response to emerging needs for exploring and expanding the occupational focus in home economics education, and (3) build upon activities and resources developed in previous occupational education projects conducted by home economics teacher educators at Michigan State University.[1]

Initial guidelines and project plans[2] were formulated by the project leader in consultation with the Research and Development Program Director. Plans were discussed periodically with various staff in the R & D Program and with persons in programs and agencies having related concerns with occupational education in areas related to home economics. It was an early decision that any programs developed in conjunction with this project would involve those vocational fields and other agencies whose operations related to occupational areas for which home economics might develop programs (such as distributive education, trade and technical education, hotel-restaurant management, health services, State Department of Education, labor unions, business and industrial associations, etc.)

The long-range plans formulated in the early stages of the project included a multi-faceted approach in several occupational areas.[3] The initial focus was to be in commercial foods and hospitality services due to the University's faculty having had previous experiences and more readily identifiable resources in that area. Subsequent curriculum emphases were then projected for child care services and homemaker aids. In keeping with the focus of the R & D Program at that time, the outlook developed for this project was long-range and open-ended in character with the early stages viewed as a "foundation-building" phase for a series of operations which would develop over a period of at least five years.

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[1] Projects conducted in 1965-66 by Dr. Helen Hollandsworth and Professor Henry O. Barbour, and by Dr. Deatrice O'Donnell. These are reported in two documents: (1) Helen L. Hollandsworth and Henry O. Barbour, Preparing Teachers and Instructional Materials for the Food Service Occupations (EP-6). East Lansing, Michigan: Educational Publication Services, Michigan State University, 1966. (2) Beatrice O'Donnell, Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics (HE-10). East Lansing, Michigan: Educational Publication Services, Michigan State University, 1967.

[2] Contained in Chapter III of this document.

[3] Diagrammed in Figure I of Chapter III.

The general approach was seen to be one combining a program of teacher education, a program of curriculum and instructional materials development, a research program, and a clinical school operation in which to conduct teacher internships, generate and test curriculum ideas and instructional procedures, and other allied curriculum development concerns. It was planned that the knowledge and experience gained in operating the first set of clinical programs in hospitality services would provide clues for future improvements in developing clinical programs, teacher preparation activities, and research projects.

Considerable effort was made to obtain and/or develop as many program development and instructional resources as possible for use by the clinical schools and by project staff. The early months of the project were marked by extensive staff travel to visit schools, consult with teaching and administrative personnel, and to observe already operating programs in an effort to bring together as extensive a range of experiences and human resources as possible.

Resources and Support for the Project. The Hospitality Education Project was initiated under the original U.S.O.E. contract for the Research and Development Program.[4] During the early stages of the project it was anticipated that additional proposals could be developed for selected aspects of the project to supplement and/or extend the financial support provided by U.S.O.E. through the contract for the R & D Program.

During several periods of project operation, considerable staff time was devoted to drafting proposals for continuing and extending project activities. All requests for extension of the U.S.O.E. contract for the overall R & D Program required, as a matter of general policy, revised proposals for project operation. In addition, supplementary proposals were drafted and submitted for preliminary discussion and review.[5] Each of these proposals requested considerable long-term support for developing a comprehensive program of vocational teacher education for the hospitality services area together with an expanded clinical school operation to stimulate local program development and provide sites for teacher internships, instructional materials development, and research. Both proposals, however, failed to gain necessary approval. Consequently, the project was continued at a reduced level of activity under the general operation of the Research and Development Program budget.

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[4] OE5-85-111

[5] October 10, 1966 Conference with representative from the Ford Foundation on Proposed Extension of Hospitality Education Project. (Reported in greater detail in the report for contract OE5-85-111. Research and Development Program: Hospitality Education Curriculum Development Project -- Project 801. East Lansing, Michigan: Bureau of Publications, College of Education, Michigan State University, 1967.) Discussion proposal submitted by Professors Henry O. Barbour and Peter G. Haines to Statler Foundation, Spring, 1968.

Staff Responsibilities.[6] During the planning phase, the project leader was assigned to the R & D Program on a half-time basis. For the first several weeks the project leader worked without any auxiliary staff except for a half-time secretary. Two half-time graduate assistants were later appointed to assist in obtaining and developing materials needed for the projected institutes, workshops, and clinical operation.

Project staff during most of Phase Three included: (1) the project leader assigned full time[7] to the R & D Program; (2) two graduate assistants -- one on a half-time basis and one on a quarter-time basis;[8] and (3) one secretary employed approximately quarter-time.

The project leader's responsibilities during Phase Three were quite similar to those for the preceding stages of project operation. This involved responsibility for the overall operations of the project including: program development and consultation visitations to clinical schools (generally five one-day visitations per school per year); on-campus consultation to school personnel requesting assistance with program planning; developing proposals for continuing and extending the project; preparing monthly and quarterly project reports for the R & D Program Director and prepare the final report for project operation under the first R & D contract;[9] planning for developing curriculum materials and continuing the acquisition of references for use by clinical schools; disseminating R & D and program development information to clinical schools; planning and conducting workshops, conferences and committee meetings related to project operation; correspondence; editing workshop reports and committee meetings to report project developments, serving as a home economics occupational education consultant, or obtain information about home economics occupational education, vocational legislation, etc.; and assisting with general R & D staff duties (the project leader assisted with developing the R & D conference planning guide[10]).

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[6] See Appendix C for complete listing of project personnel.

[7] Compared with half-time assignment during most of Phase One.

[8] Compared with half-time assignment during Phases One and Two.

[9] Research and Development Program: Hospitality Education Curriculum Development Project -- Project 801. (U.S.O.E. Contract OE5-85-111). East Lansing, Michigan: Bureau of Publications, College of Education, Michigan State University, 1967.

[10] Conducting R & D Conferences. East Lansing, Michigan: Research and Development Program in Vocational-Technical Education, Department of Secondary Education and Curriculum, College of Education, Michigan State University, 1967.

Graduate assistants assigned to the Hospitality Education Project during Phase Three were responsible for summarizing reports and data submitted by clinical school teacher/research associates, implementing plans for workshops and conferences (announcements, room arrangements, etc.), assisting with programs at workshops and conferences (taking minutes, presiding at sessions, etc.), writing workshop reports, and maintaining the project resource collection, files and records. Graduate assistants occasionally represented the project at professional meetings or assumed responsibility for preparing materials to be used at these meetings.

During the transitional period in August, 1967, the appointment of Mrs. West as graduate assistant was extended so that she could serve part-time in the absense of the project leader. Beginning September 1, 1967, the project leader was reassigned to the Hospitality Education Project on a half-time basis[11] with this time being contributed by the College of Education. On September 15, 1967, two graduate assistants and one secretary were given project assignments supported by contract funds: one graduate assistant served on a half-time basis and the other was appointed to a quarter-time position; the secretary was assigned on a half-time basis. These assignments were continued for the remainder of Phase Four (through June 30, 1968).

During the period of negotiating a contract extension over the Summer of 1968, no staff assignments were made for the Hospitality Education Project. By October, 1968, the project leader and one graduate assistant had been reassigned to the project retroactive to September 1 and September 15 respectively. These appointments terminated on June 15, 1969 for the graduate assistant and June 30, 1969 for the project leader.

Project Advisory Committee. An advisory committee was appointed in June, 1966 by the Director of the Research and Development Program upon recommendations by the project leader and the Director of the School of Hotel Management at Michigan State University. Appointments were for a one-year period due to the nature of the R & D contract. Representing business, labor, and educational interests, the advisory committee for the Hospitality Education Project provided for communication with agencies concerned with occupational preparation in hospitality services as well as with developing broad programs in vocational education. A listing of advisory committee membership appears in Appendix F.

The initial meeting of the Hospitality Education Project advisory committee was held in July during the 1966 Summer Hospitality Education Institute. This meeting served as an orientation session in which to become better acquainted with the R & D Program and the Hospitality Education Project. In particular, this provided an opportunity for advisory committee members to meet the clinical school personnel and to gain some insight into the task being undertaken.

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[11] This represented a change from a full-time assignment during Phase Three. The project leader was assigned a half-time teaching position for the remainder of the appointment.

Advisory committee meetings in August and September were devoted to reviewing the proposal being developed to expand the Hospitality Education Project with foundation support.[12] Subsequent to these meetings, several advisory committee members also participated in the Conference on Proposed Extension of the Hospitality Education Project on October 10, 1966.[13] Additional advisory committee meetings scheduled for March and May, 1968 had to be cancelled when it was not possible to obtain a quorum. This ultimately resulted in the discontinuation of the committee.

Invitations to participate in project workshops and conferences were extended to advosry committee members. There was usually at least one advisory committee member in attendance at most conferences and workshops sponsored by the project. In addition, informational materials, workshops reports, and copies of program material developed by project staff were distributed periodically as a means of communicating project developments to advisory committee members.

Changes and Challenges in Project Plans and Operations. Phase One generally may be described as a period requiring a variety of developments with too little time and personnel with which to accomplish them. Then too, there were few materials readily available to be used. Consequently, nearly everything had to be developed "from scratch", a very time-consuming process. Since relatively few home economics occupational programs were in operation at the time, it was difficult to locate trained leaders to serve as staff or consultants. Thus, most staff also faced the task of self-instruction as the project progressed.

Literally "everything" had to be done almost at once. Faced with the impossiblity of this task, the early stages of the project timetable usually provided for little advance preparation and activities were frequently behind schedule despite the exhausting pace maintained by project staff.

Due to the many uncertainties inherent in a developmental type project, it was difficult to delineate at the outset exact projections for many of the dimensions of the projects. This was difficult for many persons to understand since it seemed that the prevailing concept of a curriculum project was one of a carefully controlled experiment.

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[12] Conference on Proposed Extension of Hospitality Education Project. (Refer to footnote #5 earlier in this chapter.)

[13] Ibid.

Probably one of the most controversial topics concerned the project title. Early in 1966, the concept of "hospitality services" had yet to be commonly established in vocational education circles and more than a few eyebrows were raised at the mention of the project title. Consequently, it was necessary to explain rather frequently the rationale supporting the selection of the project title. Interestingly, explaining the desire to have a title which reflected the scope of a cluster of related jobs usually generated new understandings; however the common usage of the term "hospitality education" was more gradual. During the first phases the project was referred to as commercial foods, food sales and service, food services, and hospitality education with about equal frequency -- the terminology frequently reflecting the background of the person.

The conclusion of the first R & D contract[14] occurred on November 30, 1966, part way through Phase Three (the first months of clinical school operation). Since the final negotiations regarding the second contract[15] were not completed until early in 1967, the effect was an immediate curtailment of all R & D activities. Changes initiated in Phase Three of the Project stemmed primarily from two developments: (1) the unsucessful attempt to gain approval for the proposal to expand the Hospitality Education Project[16] and (2) the reduced support available from the U.S.O.E. contract for the total Research and Development Program.

By not obtaining support for the proposal to extend the Hospitality Education Project, requests from additional schools to participate in the Project could not be accepted. Also plans for developing a sequence of teacher preparation and intern experiences had to be discontinued. More specifically, reductions in the R & D contract extended to the Hospitality Education Project and resulted in several operational changes. Two changes were immediately imposed: (1) staff travel to clinical schools was cancelled until completion of final negotiations for continuing the R & D contract and (2) reimbursements to the clinical schools for program development and research associate time were terminated at the end of the first semester of the 1966-67 school year. These changes meant that the January clinical school consultations, focusing upon planning for adding the cooperative classes and preparing for the February, 1967 workshop,[17] were cancelled and clinical school personnel would have to proceed without the assistance of the project leader or that plans would have to be delayed until March or April. The termination of research associate reimbursements meant that clinical schools were no longer required to provide program development time. Correspondingly, the weekly reports and logs required of Hospitality Education Project teacher/research associates were made optional. All of the H.E.P. clinical schools retained the period of program development/research associate time for the remainder of the 1966-67 school year but only five of the teacher/researcher associates continued submitting the reports.

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[14] OE5-85-111

[15] OEG-3-7-0702-11-2679

[16] October 10, 1966 Conference with representative from the Ford Foundation regarding the Proposed Extension of the Hospitality Education Project. (Refer to footnote #5 of this chapter.)

[17] Program focus -- components of and guidelines for effective cooperative occupational education programs. This was also rescheduled for March 2-3, 1967.

Several changes associated with more long-range plans or operations included:

1. Eliminating 1967 Summer Institute Plans. The R & D contract could not supply sufficient funds to support the kinds of additional institute activities essential for teacher preparation.

2. Staff Appointments Could Not Be Finalized. Due to R & D contract uncertainties, appointments of Project staff and special consultants had to be delayed or cancelled when insufficient lead time could be guaranteed between final appointment and when the work would be done. (For example, the 1967, summer appointment of the project leader was not finalized until mid July, 1967, several weeks after work was begun.

3. Reduction of Future Staff Appointments. Staff assignments to the R & D Program were generally reduced. For example, the 1967-68 assignment of the Project leader to the Hospitality Education Project was reduced to half-time with teaching and student teaching supervision added to the job assignment.

4. Eliminating Plans for Initiating Other Curriculum Development Projects. In the absence of guaranteed resources, plans for initiating curriculum development projects in other areas of home economics occupational education were dropped.

The preceding represent the major changes which were required during Phase Three. While the changes were to alter rather drastically the purpose and character of the project, the programs in the clinical schools had been initiated on the basis of project association and assistance. This weighed as a prominent factor in deciding to continue project operations on a reduced scale after the end of the first semester of the 1966-67 school year. Some further discussion of these changes may also be noted in other sections of this chapter.

The general organizational and operational arrangements previously established were partially retained in Phase Four. However, due to the reduction of project resources, the scope of activity in Phase Four was less extensive than in Phase Three.

First of all, nearly all consultation services to clinical schools was discontinued. With the change in graduate assistants' assignments and the reduced assignment of the project leader, there was not enough staff time available to provide continuing consultation service to the schools.

Secondly, the continuous clinical school reports were discontinued. As substitutes, workshop reports were required and conferences with clinical school personnel was conducted in each of the schools at the end of the 1967-68 school year.

Staff shortages and schedule problems also necessitated discontinuing the meetings of the project advisory committee and regular conferences with the staff in the State Department of Education. In addition, the development and refinement of curriculum, instructional, and informatinal materials was curtailed to the point that final publication was impossible under the time and budget limitations.

Recognition of Clinical School Contributions. The contributions of clinical schools were formally recognized and acknowledged by project staff in two ways. First, letters were sent after workshops and conferences acknowledging the participation of clinical school personnel. A copy of this correspondence was sent to administrators as a way of recognizing the participation of their staff in various project functions. When appropriate, copies of programs, workshop reports, and program development materials were enclosed.

The second means of recognition was developed for use in all projects of the R & D Program. At the end of the 1966-67 school year, Research and Development Program letters and certificates acknowledging contributions of clinical school personnel were prepared. These were signed by chief administrators of the Michigan State University College of Education and R & D Program and were designed to be presented to teachers and clinical staff by the superintendent of each clinical school. A news release recognizing the participation of the school and staff was enclosed.

Section B: Establishing Clinical Sites

Role of the Clinical Programs. The clinical programs were viewed as integral components in the overall project operation. Individually and collectively these programs provided sources of original inputs in the form of instructional ideas, innovative procedures, and identification of program development problems and potentials. In addition, the programs provided teaching/learning situations in which to try out (formally and informally) instructional ideas and materials developed elsewhere. Finally, the clinical programs were to provide a continuing flow of feedback regarding a whole range of program development activities -- teacher responsibilities, activities of advisory committees, student achievement, and instructional and program development problems to suggest a few.

Contacts with Interested Schools. In the early stages of the project, general program patterns and conditions for project participation were outlined for announcement to schools considering program development in hospitality services. These tentative plans were announced at a meeting of vocational directors and school representatives sponsored by the R & D Program at Michigan State University on January 12, 1966. Schools interested in further discussion of project participation were requested to contact the project leader.

The suggested programs involved a two-course sequence of one year of preparatory instruction followed by at least one semester of cooperative work experience. The suggested preparatory program options consisted of an occupationally-oriented core of instruction supplemented with varying degrees of instruction in basic education.[18] It was suggested that the cooperative work experience follow the pattern generally recommended for vocational education namely a related class correlated with daily supervised on the job experience.

Since the entire project was developmental in character, considerable contributions in the form of instructional plans and procedures would have to be generated in the local program. The project was conceptualized as a partnership program in which the R & D Program would sponsor workshops, make materials available, assist in developing and evaluating each local program and provide periodic opportunities for teachers from participating schools to get together to share ideas and problems and evaluate materials. The lcoal school was given considerable freedom in developing its program within the broad framework outlined as a basis for project participation.[19]

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[18] Refer to Appendix A for a more detailed outline.

[19] Refer to Appendix B for details.

Conditions for Project Participation. The conditions for project participation essentially required the operation of a two-year occupational training program with a central focus in commercial foods but a broad emphasis in occupational opportunities in hospitality services. The preparatory class (first year) was to be a minimum of two-class periods with experience periodically scheduled in the school lunch program. A period of program development/research associate time was to be scheduled daily for the teacher/research associate in addition to the conference period.[20] Expenses of school personnel participating in project workshops and conferences were reimbursed through R & D funds. Schools, however, were required to release teachers and other personnel for these events (generally six days during the school year).

The initial plans for the clinical school operation recognized the necessity of continued planning and development involved in the early stages of the new program beyond that required for operating any instructional program. Additional time was regularly scheduled for the teacher to devote to program development activities. In addition, the responsibility for feedback, essential for project operation, rested primarily with the teacher/research associate and the daily period scheduled for program development/research associate duties was intended to provide some time for the teacher to prepare project reports and the many other materials needed for developing a program in which few resources were available in a "ready-to-use" state.

Selection of Clinical Schools. A basic set of "conditions for project participation" was used in selecting the clinical schools during the Spring of 1966. Since these are listed in greater detail in Appendix B, only the general items are briefly noted to indicate the nature of the bases for selection: (1) type of potential program, (2) geographic location, (3) size of school, (4) facilities available, (5) availability of interested and qualified staff, and (6) committment to a memorandum of agreement with the R & D Program.

Arrangements were made for the project leader to make on-site visits to all of the eighteen schools which originally expressed interest in project participation. Prior to each school visit, the school representative (usually, but not always, the vocational director) was requested to arrange a meeting of all school personnel likely to be involved in developing the commerical foods or hospitality services program. This usually involved the superintendent (or assistant superintendent responsible for curriculum and instruction), the vocational director, the principle(s), prospective hospitality services teacher, director of food service and/or cafeteria manager(s), teachers and coordinators in related areas (such as distributive education), and a representative from the school counseling service. These group discussions dealt with prospective program development, progress already made at the local level, long- and short-term goals of the proposed hospitality education program, and what benefits and commitments would be involved in participating in a developmental project which would not be rigidly structured or prescriptive. The project leader also conferred individually with school personnel to discuss their individual commitment and questions related to developing the prospective program.

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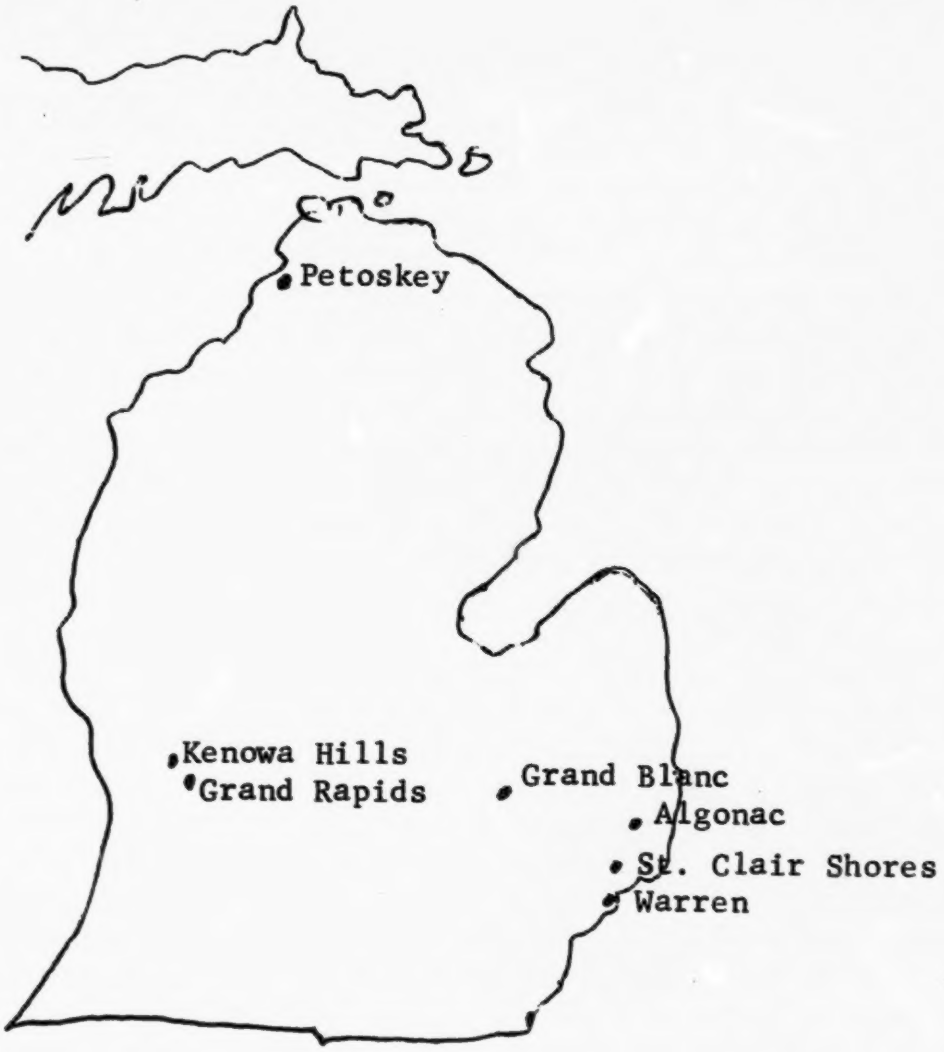
[20] The original R & D Memorandum of Agteement with clinical schools provided for reimbursement of up to 50% for the program development/research associate period. However, this support had to be withdrawn due to budget restrictions imposed by the U.S.O.E. for contract taking effect on December 1, 1966.

The project leader made one, and sometimes several, on-site visitations and conferences. After considerable discussion it was determined that some schools would not be able to schedule even the minimum two-period preparatory program; others could not guarantee assignment of the home economics foods laboratory (or a commercial foods classroom-laboratory) and the school lunch program as instructional facilities; in others, the degree of reluctance on the part of the home economics teacher and/or school lunch supervisor or manager was such that it was doubtful that a new instructional program could be operational by September, 1966; and, in some instances, teachers and/or school food service personnel refused to participate in a three-week summer institute without salary (even when expenses were being reimbursed in full). In general, however, no one reason was sufficient to disqualify a school from further consideration as a clinical site.

Ultimately, letters of invitation were extended to schools on a "pilot" basis (partial reimbursement for teacher/research time) or on an "associate" basis (no reimbursement and fewer requirements regarding operations feedback). Seven invitations were accepted with a few additional school deciding to postpone project participation until a later time.

The schools serving as clinical sites for the Hospitality Education Project are shown in Figure 4. Seven schools served as clinical sites for the 1966-67 phase of the project and five continued for the 1967-68 phase. The schools are located in three types of locations in the state: tourist (Algonac and Petoskey), urban (Creston, Grand Rapids), and suburban metropolitan schools (Kenowa Hills, Grand Blanc, St. Clair Shores, and Warren). The schools also varied in size from total 9-12 enrollemtns (in 1966) of 441 to 1,789. Some of the schools served as sites for area vocational programs.



SCHOOLS, PROGRAMS AND STAFF ARE AS FOLLOWS:

1. GRAND BLANC H.S., GRAND BLANC: Food Sales and Service; Mrs. Georgina Holdorf, Research Associate; Mrs. Eunice LePage, Cafeteria Manager.

2. CRESTON H.S., GRAND RAPIDS (city); Vocational Food Service; Mrs. Betty Adloff, Research Associate; Miss Eleanor Tumath, Director of Food Service.

*3. PETOSKEY H.S., PETOSKEY; Hospitality Education; Mrs. Marcia Miller, Research Associate; Mrs. Ruth Chamberlain, Director of Food Service.

*4. LAKEVIEW H.S., ST. CLAIR SHORES; Food Service Education; Mrs. Irene Sample, Research Associate, (1966-67); Miss Margaret Keefer, Research Associate (1967-68); Mrs. Jane Wagner, Cafeteria Manager.

*5. WARREN H.S., WARREN; Commercial Foods; Mrs. Susan Schumann Bacon (1966-68) and Mrs. Patricia Malone (1967-68), Research Associates; Mrs. Mary Haack, Director of Food Services.

*6. KENOWA HILLS H.S., GRAND RAPIDS (suburb); Commercial Foods; Miss Virginia Van Popering, Research Assistant.

*7. ALGONAC H.S., ALGONAC: Quantity Food Service; Mrs. Thelma Stringer, Research Associate.

* Served as Clinical School, 1966-68

FIGURE 4

SCHOOLS SERVING AS CLINICAL SITES FOR THE HOSPITALITY EDUCATION PROJECT

Section C: Development and Operation of the Clinical Programs

Overview. This review of the development and operation of the clinical programs represents a generalized summary of the overall clinical program operation rather than an outline of each individual program. The clinical schools were concerned with developing a generalized model as well as their own individual program. It is upon the generalized model that the six segments of this section focus: (1) initial planning in the clinical schools, (2) identifying prospective students, (3) clinical school visitations and consultations, (4) responsibilities of clinical school personnel, (5) description of clinical programs -- Phase Three, and (6) description of clinical programs -- Phase Four.

Initial Planning In Clinical Schools. For the clinical schools the period from mid-April, 1966 until June 30, 1966 was devoted to varying degrees of intensive preliminary program planning:[21] formulating basic organizational plans (occupational focus, instructional objectives, etc.); identifying prospective students; organizing advisory committees; arranging schedules; and finalizing plans for allocation of facilities for instruction and laboratory experience with commercial foods. Clinical school personnel assumed major responsiblity for initiating efforts and making decisions. The project leader made several visits to clinical schools to conduct orientation sessions and to consult with teachers, administrators and counselors regarding procedures for various aspects of program planning.

Clinical schools were encouraged to complete the organization of advisory committees before the school year ended. However, in the very tight planning schedule imposed by the lack of time, not all advisory committees were organized before the school year ended.

It was generally recommended that schools use a home economics food laboratory and school lunch facilities as instructional facilities for the program. This alternative was followed in five of the seven clinical schools. In one school (Algonac), instruction was conducted exclusively within the school lunch program facilities (kitchen and adjacent lunchroom for classroom discussions, etc.) In the other school (Lakeview), administrators scheduled the hospitality services class close to the kitchen of an elementary school (adjacent to the high school) where original plans called for converting the kitchen into an instructional facility.

Various types of plans were made to acquire supplementary quantity equipment for the home economics classrooms. In some schools, plans were begun to remodel part of the home economics foods laboratory to accommodate one unit of quantity-style design. In most cases, however, the first months of instruction would have to be conducted in "temporary" facilities utilizing equipment and utensils from the school lunch program or local clubs and businesses which were in a position to loan (or donate) items.

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[21] Some of the schools had begun program planning and/or trial operation several months earlier; in others, major program planning did not occur until the summer months.

Identifying Prospective Students. Since schools engage in a rather elaborate system of advance acheduling (beginning as early as January and February for the following September), decisions regarding student selection for the hospitality education programs had to be made rather early (and far too fast in terms of the stage of readiness of the rest of the program plans). Consequently, few restrictions were placed upon the enrollment process. Rather, suggestions were aimed toward encouraging schools to identify long-term consequences of possible enrollment decisions:

> -since schools were aiming toward establishment of a two-year program, the majority of students participating in the first year of the program should be eleventh graders to guarantee adequate enrollments for the second year of the program and to insure that students will meet the minimum age requirements for working during the cooperative work experience (this was not to suggest eliminating 10th or 12th grade students; rather to suggest counseling them more intensively to determine the nature of their motives, interests and potential capabilities).
>
> -students should be informed that this was an exploratory-type program and that they would be expected to remain with the program for at least the first year and that they might be participating in studies conducted from time to time.
>
> -enrollment procedures should not discriminate against or in favor of any group of students -- generally a range of academic abilities was desired within that group of students interested in occupational opportunities in commercial foods and hospitality services (due to the variation in occupational requirements for jobs ranging from managerial to assembly line-type responsibilities, there are opportunities for persons of varying abilities.

Generally, it was suggested to schools that they do the most they could within the limitations of their situation to have teachers, counselors and administrators focus upon assisting students make "informed" choices regarding enrollment in the hospitality education program and that the emphasis be upon "channeling" and counseling rather than rigidly "selecting" and/or restricting[22] enrollment.

Decisions regarding class size were made largely in relation to the situation existing in each school. The key factor was related to the number of stations in the school lunch program which would provide meaningful experiences for students. It was suggested that class sizes of 16 could be used as a general guideline on the assumption that students could be rotated in groups of eight for experience in food preparation and serving in the school lunch program. However, other factors needed to be taken into consideration including (1) the types of students being enrolled (for example, it may be necessary to reduce class size if too many of the students require extensive individualized instruction), (2) locker room or dressing room facilities, and (3) the size of the classroom facility.

While it was considered important to reach as many interested students as possible, schools were cautioned against adding overcrowding to the list of program development and instructional problems which they would be facing. In short, there were no hard and fast rules concerning procedures for enrolling students.

Clinical School Visitations and Consultations. Visits by the project leader were planned to the participating clinical schools in October and December of 1966 and January, March and May of 1967. Details about the date and time of the visits were arranged with the teacher/research associate in each clinical school who was responsible for making the appropriate local arrangements. As a general procedure, letters outlining the purpose(s) of the proposed visit were sent by the project leader to the teacher/research associates (with copies to administrators) to further clarify communications. Correspondingly, follow-up letters were also sent to the clinical schools after the project leader's visitation.

Between the end of the 1965-66 school year and the beginning of the 1966-67 school year, several personnel changes had been made in the schools participating in the project. In one of the schools there had been changes in the office of assistant superintendent and in another school in the office of high school principal. In one school, the teacher ultimately hired to teach commercial foods had not previously been employed by that school. However, this was done in time for the teacher to participate in the 1966 Summer Institute.

In each of the communities it was necessary to further clarify and discuss the purposes and operations of the project -- particularly as these changed and inevitably affacted the local program. A minimum of one-half day was devoted to each school visitation and in most cases the project leader spent most of the school day visiting classes and conferring with the teacher, administrators, counselors, cafeteria personnel and students. Thus, it might be necessary to schedule two days for some visits as a school might be as much as four hours (one way) driving time from Michigan State University.

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[22] The primary exception being that of health. Since students would be working periodically in the school lunch program, it was emphasized that students should meet the same health department codes as the regular cafeteria employees.

The visits were always planned so that the project leader could confer with the teacher/research associates during their conference and/or program development periods so as not to interfere with the classroom operation. In some instances, the project leader also arranged to attend local advisory committee meetings, visit other school lunch facilities in the school system, or accompany the teacher and/or administrators on visitations to local businesses in the community.

Although not completely uniform across all clinical schools, the central focus of each series of visits may be summarized as follows:

1. October, 1966 -- General progress check; identify problems associated with the initial operation of the programs; work with school personnel in proposing solutions if they had not already done so; consider with clinical personnel implications of problems upon future operations (if any); discuss with school personnel projected program developments; gather general descriptive information about the program operation to date.

2. December, 1966 -- General observation of program operation (student experiences, scheduling, cooperation among staff members, roles and responsibilities of staff, etc.); work with teacher; research associates to identify kinds of learnings which are common to or serve as a foundation or background for the several occupational areas for which students were being prepared; assist teachers in examining instructional and program development problems encountered; consider necessary program modifications which might be needed for second semester; plan for January visitations.

3. January, 1967[23] -- Work with teachers and school curriculum supervisors to identify general framework to use in planning cooperative work experiences to begin in September, 1967; hold initial

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[23] Cancelled due to failure to obtain R & D Program travel authorization for January, 1967.

meetings with administrators and counselors regarding scheduling and advisement procedures which would have to be developed for the cooperative classes the following year; plan for participation in the March, 1967 project workshop.

4. March - April, 1967[24] -- Since the January, 1967 visits were cancelled, the fourth series of visits were devoted to essentially the kinds of concerns intended for the third series (January, 1967). In addition, considerable discussion took place regarding the nature of continued participation in the project for the remainder of the school year as well as for the forthcoming 1967-68 school year.

5. May, 1967 -- Review with teachers the kinds of program development practices which they had used during the year together with their assessment of the effectiveness of the practices which they had used; attempt to finalize plans for the 1967-68 program (continuing and/or adding preparatory classes and beginning the cooperative occupational experience); general discussions with clinical school personnel (teachers, administrators, counselors, etc.) regarding the possibilities of continued project participation; the project leader also photographed students as they went about their classroom and laboratory experiences and tape-recorded some interviews with students in which they discussed their feelings about the program and identified experiences which appeared most valuable to them.

Prior to each clinical school visit, every effort was made to arrange group conferences with school personnel as well as consultations with individual staff members. In this way, there was opportunity for the project leader to note interactions as well as individual perspectives upon the developments in the clinical programs.

During Phase Four (second year of clinical program operation, project staff visitations to clinical schools were greatly reduced from the number made during Phase Three. The project leader made visits to three of the clinical schools during the Fall of 1967. Each of the five clinical schools was visited[25] by one of the Project staff during May, 1968 for the purposes of administering questionnaires to students and conducting evaluation interviews with the clinical school personnel associated with the Hospitality Education Project (see Section G of this chapter for details).

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[24] In some (but not all) cases, the project leader was able to confer with school personnel during the month of February.

Responsibilities of Clinical School Personnel. Due to the developmental nature of the clinical programs, personnel associated with program development assumed a great deal of responsiblity for defining the roles which they would perform. In addition, the array of program development tasks varied somewhat from school to school depending upon the overall organizational structure of the school, the extent of previous program planning which had been done, administrative and staff practices, and the personality and professional background of each individual staff member involved. Consequently, a consideration of staff responsiblities can be, at best, a generalized overview of the central features of positions related to the operation of the clinical school program.

In most schools, the personnel most directly associated with the operation of the preparatory clinical programs included: (1) the teacher/research associate, (2) the school food service director, (3) the school food service staff, (4) the vocational director, (5) the building principal(s), (6) the counselors, and (7) the school superintendent and/or the appropriate staff assistants. The following represents a brief summary of the kinds of program-development responsiblities assumed by various persons associated with the clinical school.

> Teacher-Research Associate -- develop and execute plans for instruction (determine what students need to learn and how they will learn it; acquire appropriate resources for instruction; evaluate student progress; etc.); overall program management; coordinate scheduled cafeteria experiences for students; work with school lunch director and school staff to formulate operational policies and procedures; supervise classroom and work experiences of students; liaison work with business community; submit information, prepare reports, arrange consultations and conferences, participate in special projects and workshops of the Hospitality Education Project.

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[25] Except for one school where an unanticipated schedule conflict necessitated cancellation of the visit which could not be re-scheduled. In this case, the teacher administered the questionnaire and forwarded them to the project leader.

Food Service Director -- works with the teacher (and administrators) to formulate plans for using school lunch program facilities for students' job assignments and other instructional purposes; interprets instructional program to school lunch staff and interprets school lunch operation to instructional personnel; arranges for orientation and in-service meetings for school lunch staff to better understand their roles in the program; assists with supervision of students assigned to job stations in the school lunch program; participate with teacher in all Hospitality Education Project conferences and workshops.

Vocational Director -- coordinates (in planning and operational stages) hospitality education program with total vocational education program; assists instructional staff in developing operational policies and procedures consistent with overall vocational education program and school policy; communicates program needs to local administrators, businessmen and state department of education personnel; assists in arranging for acquisition and allocation of program resources (facilities, operating funds, etc.); participates in selected Hospitality Education Project conferences.

Principal -- works with the teacher, food service director, vocational director, and counselors to integrate hospitality education class into the overall high school program; arranges scheduling for the class; provides authorization for conducting special class activities and projects; participates in program orientation and in-service meetings as well as in selected Hospitality Education Project conferences.

Counselor(s) -- work with the teacher, food service director, and administrators to clarify enrollment and counseling practices related to the hospitality education class; assist the teacher and other school personnel in developing recruitment procedures and means of communicating the class offerings to students, parents, other teachers in the school, and the interested public.

Superintendent -- the office of the superintendent and his assistants is ultimately responsible for the function of the hospitality education class and the total instructional setting in which it operates; provides necessary authorization for conducting routine and special class activities; assists in formulating contracts and agreements for Hospitality Education Project participation; confers periodically with clinical school and project personnel regarding the operation of the hospitality education class and project participation.

The foregoing comments represent suggestions of the nature of personnel responsibilities in the clinical schools rather than being an exhaustive definition of staff positions. In this sense, it serves to illustrate some of the functions essential to program development as well as the corresponding positions involved in carrying out the tasks.

Description of Clinical Programs -- Phase Three. The preparatory classes initiated in Seqptember, 1966 were the first of a two-year occupational program sequence in commercial foods and hospitality services. The initiation of the preparatory classes in September, 1966 was to be followed by the addition of a coordinated cooperative work experience in September, 1967.

No attempt will be made to provide a detailed description of each clinical program. Instead, the major features common to all programs are summarized as they developed over the year. Of course, some variations existed from time to time and where especially significant, these variations are pointed out. Seven general areas of program development are noted: (1) program aims, (2) instructional emphasis, (3) students enrolled, (4) program organization and scheduling, (5) facilities and other instructional resources, (6) local advisory committees, and (7) program evaluation.

Program Aims. At the outset, the dual aim of the programs was upon developing entry level occupational competence and also upon providing the kinds of experiences which would serve as a basis for employment advancement and continued education beyond high school.

The focus of the preparatory class was due to develop understandings, attitudes, and skills basic to performance in food service and production jobs -- in short to develop readiness for employment in the second year cooperative education experience.

Instructional Emphasis of Preparatory Classes. An overview of occupational opportunities and types of business operations in hospitality services was provided through field trips, discussions with businessmen and employers, independent study, and movies illustrating various dimensions of work in the industry.

Instruction in basic principles of food production and service was provided through classroom study and discussion and laboratory experiences with small and large quantities of basic types of foods (such as measurement, meat cookery, preparing baked products, and salads, for example.)

Experiences in operating commercial style equipment, preparing and serving large quantities of food, and working in a production type environment were provided through temporary job assignments in various aspects of the school lunch program and through special projects such as luncheons for advisory committees and teachers, athletic banquets, and catered smorgasbords.

Many of the special projects were used as "socializing" experiences essential to occupational performance -- developing skills in serving customers and working with the public. Every effort was made to conduct the preparatory class in an atmosphere which approximated at least some aspects of the "real" occupational environment -- wearing uniforms, obtaining food handlers cards from the public health department, completing job applications, interviewing for station assignments in the school lunch program, punching a time clock or completing time cards, and being rated by supervisors to name a few.

Generally, teachers first organized curriculum experiences into traditional types of instructional units (orientation to hospitality services, sanitation, meat cookery, etc.). However, most teachers experimented a great deal with instructional formats, sometimes following a more traditional unit plan and at other times using a project as the basis for organizing instruction and learning experiences.

Students Enrolled in the 1966-67 Programs. As of September 30, 1966, the enrollments reported by the seven research associates totaled 121 students. Most of the students were 11th graders. However, a number of 12th grade students were enrolled and in special instances, enrollments of 10th grade students were also reported. Five of the seven programs were coeducational. Two of the schools limited the initial enrollment to boys.

Although information regarding achievement, attitudes and general student characteristics was not gathered for analysis,[26] informal reports from teachers and counselors and observations made in the school indicated that the enrollments as a whole were quite similar to most vocational programs -- most students were performing at average levels, some excelled at a relatively high level, and some had serious learning difficulties (in some cases sufficient to be classified for remedial or special education programs in the school).

Teachers indicated that class enrollments fluctuated little during the school year. Project staff had advised that local enrollment policies stipulate that the class was a full-year class (no end-of semester changes) which accounted for some of the enrollment stability. However, few students dropped the class or transferred to other schools.

Several students had indicated prior plans to enroll in post-high school programs in hospitality services (community college or university). Reports from teachers in October, 1967 indicated that at least two of the seniors from the 1966-67 programs had enrolled in community college programs in hospitality services. (Counselors indicated that a few others had enrolled in programs in other curriculum areas.)

It is recognized that lack of adequate data poses serious limitations upon describing students in these programs. For meaningful description, it would have been helpful to have information concerning student performance (at least pre and post tests of knowledge), student attitudes during various stages of the program, and general background characteristics. Unfortunately project resources (primarily staff) were not available for developing studies in advance and budget cuts prohibited acquiring additional staff to conduct studies during the second semesters.

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[26] Plans for questionnaire study of students during the second semester had to be cancelled due to project budget reductions.

Program Organization and Scheduling. All programs operated on a block-time basis -- that is, students enrolled in the preparatory class for two consecutive periods of instruction. In addition, in some schools it was possible for students to arrange additional experiences (cafeteria duty, work on special projects, etc.) during study halls if they so desired. The block-time schedule provided adequate time (approximately 90 minutes) for most kinds of laboratory experiences and school lunch program assignments. For the conventional types of classroom instruction, considerable flexibility was available for the teachers.

The instructional setting for five of the seven programs consisted of the home economics foods laboratory and the school lunch program. For these programs, students participated in basic experiences in the home economics classroom and rotated in groups to various job assignments in the school lunch program, depending upon the class size and the number of job stations in the school lunch program during the class period.

In some instances, it was possible to place students in other school cafeterias during the latter part of the school year. It was periodically necessary for the teacher to take the role of job coordinator (much like in a cooperative education program) during the regularly scheduled class time. This, of course, could not be done when she was supervising students in the classroom, in which case, visits to the cafeteria had to be made during conference and planning periods.

For the 1966-67 school year, most programs were scheduled for the periods just preceding the lunch period (or over some of the lunch period(s) in schools on a multiple lunch period system. In the long run, several problems developed with this schedule. The most serious was the limited variety of experiences available in the school lunch program just preceding, or during the lunch period. Preparation is usually finished early in the day and serving time in a school cafeteria does not present much variety of learning experiences. With the early afternoon hours generally devoted to clean-up activities, morning hours were found to be most suitable for meaningful learning experiences.

Operating an occupational education program presents special kinds of scheduling and operational concerns such as enough time for students to complete laboratory assignments involving perishable commodities, time and facilities for changing into uniforms, time to travel from one school to another for cafeteria duty, and time for the teacher to plan regularly with cafeteria personnel concerning production schedules, student assignments and progress, and inevitable problems. Consequently, school personnel spent considerable time during the year developing and testing out policies and procedures to facilitate the smooth operation of the programs.

Each school was responsible for making its own decision regarding the name of the program. All schools were encouraged by project staff to select a name which would accurately reflect the present nature of the program as well as a consideration of the projected nature of the program. In some schools, teachers and administrators preferred the broader title of "hospitality services" while in others, the classes were called "food service" or "commercial foods".

Facilities and Other Instructional Resources. The information regarding instructional facilities and resources is primarily a generalized account of the situation in which the clinical programs operated during the 1966-67 school year. At the outset, the clinical programs had to be viewed largely as "trial" operations which would serve as the basis for modifications, refinements and experience accumulated. Operating from a set of "basic essentials" (classroom, access to school lunch facilities and equipment, some supplementary equipment, etc.), the initial phase of program operation served as an important "feasibility study" to identify more specific needs for instructional facilities and equipment in relation to program expectations and objectives.

The following represents an overview of the instructional facilities and resources related to program development and operation in the various clinical schools.

1. Basic Instructional Facilities. Instruction in five of the seven schools was conducted in a setting combining the home economics foods laboratory and the quantity style facilities of the school lunch program (where students were usually assigned on a rotation basis to stations in the school lunch program for experiences in various aspects of quantity production and service).

   In one of the schools the hospitality education program was assigned to be conducted in the kitchen of an elementary school adjoining the high school. It was anticipated that students could participate in the high school food service operation, but on a more limited basis than in those schools planning for continuous station rotation plans.

   The seventh program operated from the school lunch program and was taught by the director of food service (who was the cafeteria supervisor). In this program, the teacher could arrange to use part of the lunch room for classroom discussions, examinations, speeches, etc.

2. Auxiliary Facilities. Toward the end of the school year, at least three of the schools expanded the school lunch program stations to include other kitchens in the district (elementary and junior high schools). In this way, students not only rotated stations, but also changed schools periodically for their cafeteria assignments.[27]

   In selected instances, the facilities of the school lunch program were used by the hospitality education class after the normal operating hours of the cafeteria. These were generally limited to occasions for special class projects (such as teas, buffet suppers, etc.).

3. Equipment. Varying kinds and amounts of quantity style equipment was available to each of the programs at the beginning of the school year. In some instances, a few pieces of basic

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[27] Experienced during the regular hospitality education class period.

equipment (scales, quantity measures -- scoops, ladles, etc. -- commonly used pots, pans, and trays, carts, etc.) had been purchased for use in the hospitality classroom.

In general, however, it was necessary to periodically borrow at least some commercial-style equipment in order to provide students with comprehensive introductory experiences with equipment.

4. Support Operations -- Uniforms and Storage, Dressing Rooms, Food Storage, Etc. During the beginning phase of program operation, provisions for support facilities and operations were arranged largely on a temporary or trial basis and varied greatly from school to school. The following indicates the nature of some of the considerations.

   --To minimize the need for dressing rooms, schools generally tried to adopt uniforms which could be worn over school clothes. Bus jackets, aprons, and smocks were the most frequently selected.

   --Some closet facilities in the home economics classroom were specially assigned to the hospitality education class for uniform storage. Where this wasn't available, racks or locker space had to be used.

   --Uniform laundry was handled differently in each school. In some cases, the uniforms were processed with the school lunch program laundry; in other instances, the home economics department laundry facilities were used; in some instances, students were individually responsible for laundering their own uniforms.

   --Food commodities were sometimes obtained from the school lunch program (with finished products returned for use in the school lunch program) and in some instances were purchased specifically for use in the hospitality education classes. Generally, food storage areas in the home economics room were used to store class supplies although occassionally, supplies were stored by the school lunch program.

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5. Information Resources. In general, schools had to begin building a library of materials suitable for use in the hospitality education programs.[28] Various attempts were made to initiate library requisitions of selected periodicals and reference materials for use by hospitality education classes. In many instances, materials were loaned by food service directors. Corporation representatives also provided some materials (primarily promotional items) which could be adapted for educational purposes. However, most materials had to be developed by the teachers or adapted from materials developed for other purposes.

6. Continued Planning for Improving and Expanding Facilities, Equipment and Resources for Instruction. During the year, two schools worked on arrangements for developing special instructional facilities for the hospitality education class. In one school, this took the form of remodeling a classroom (adjacent to the home economics foods lab) into a quantity foods laboratory/classroom. In the second school, plans were made to add a small commercial kitchen unit to the six home-style units in the home economics foods classroom/laboratory. Inquiries were also made for another school to acquire commercial-style equipment on a loan basis for periodic instructional purposes in the school lunch program.

Local Advisory Committees. By October, 1966, six of the seven clinical schools had named advisory committees for the hospitality education program. These committees ranged in size from six to thirteen members, including the teacher, food service director, and vocational director.

A directory of advisory committee members for each clinical program was prepared by project staff from listings supplied by the teacher/research associates. This listing indicated that the composition of the advisory committees varied somewhat from school to school. In addition to school personnel, there were usually representatives from the major types of food service/hospitality service businesses in the community. Also, some schools included representatives from community college programs and institutions such as hospitals if these were located in the general vicinity of the schools.

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[28] Loan materials from the Hospitality Education Project collection were essentially limited to references for teachers.

Program reports of teacher/research associates indicated that the advisory committees generally met at least two or three times a year. In addition, there were instances where advisory committee members periodically provided special program assistance on an individual basis (arranging for field trips, acquisition of equipment and invitations for the teacher to participate in trade association meetings for example).

Program Evaluation. Responsiblity for initiating program assessment plans rested with the personnel in each clinical school. Project staff encouraged school personnel to undertake an explicit evaluation of the operation of the program to date as a basis for clarifying objectives, suggesting modifications, and making recommendations for expanding the scope of the program.

Program evaluation was considered from several perspectives. First, the project leader periodically discussed possiblities for local program evaluation with clinical school personnel. Then, specific focus upon program evaluation was provided at the May, 1967 project workshop[29] which was devoted primarily to elements and activities of effective program evaluation. In addition, several types of evaluation assistance were provided by project staff for use by schools on a voluntary basis. This included copies of "Suggested Criteria for Evaluating the Preparatory Vocational Instructional Program in Commercial Foods" (Preliminary draft, 4/67). This document was prepared for use as evaluation guidelines for the clinical programs participating in the 1966-67 Hospitality Education Project.

During the May (1967) workshop, clinical school participants discussed procedures and materials which they had used in evaluating the progress of students. In some instances, copies of these were distributed to all workshop participants.

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[29] Refer to Section D of this chapter for a more detailed summary.

Thus, evaluation of programs and instruction were handled by the schools on an individual basis. No reports of a formal evaluation project were required although intra-school discussions were sometimes shared with the project leader and other project staff on an informal basis. Conferences and correspondence with clinical school personnel indicated that program evaluation efforts in the schools generally took the form of discussions to identify program features that had effectively served their purposes and functioned well, aspects of the program which had functioned poorly, and features which they desired to add.

To some extent, the planning meetings for adding the second year cooperative experience also served to focus upon evaluation of the preparatory phse of the program. In anticipating new program developments, it was necessary to consider present, as well as future, program objectives, organization, and general resources. Thus, evaluation of the preparatory program had to be considered.

Some of the research associates indicated that they had discussed with administrators and advisory committees the contents of, and possibilities for using the "Suggested Criteria for Evaluating the Preparatory Vocational Instructional Program in Commercial Foods". The responses were generally favorable and included recommendations for refining the set of guidelines and adding more specific suggestions for using the document (such as alternative suggestions of ways that local school personnel could use and/or adapt the set of guidelines).

Description of Clinical Programs -- Phase Four. Five schools continued to serve as clinical sites for the Project in 1967-68. These included Algonac High School in Algonac, Kenowa Hills High School in suburban Grand Rapids, Petoskey High School In Petoskey, Lakeview High School in St. Clair Shores, and Warren High School in Warren. No new clinical sites were added. Previous clinical schools were invited to attend workshops on a non-reimbursable basis.

As for Phase Three, a detailed description of each clinical program will not be provided. Instead, the major program features are summarized as they are generally common across the clinical schools participating in Phase Four. Where applicable, significant program variations are noted to provide a more comprehensive view of the nature of the clinical program operation in Phase Four.

The areas of clinical program development noted in the summary include: (1) program enrollments, (2) program organization and scheduling, (3) program focus in the preparatory classes, (4) orientation and operation of the cooperative work experience, (5) facilities. It must be noted that the reporting system used in Phase Three was discontinued in Phase Four. Thus, the descriptive information about the Phase Four clinical school programs in much less complete and detailed. These summaries have been developed from reports made by clinical personnel at the H.E.P. workshops, from conferences with clinical school representatives, and from limited observations made by project staff during school visitations during Phase Four.

> Enrollments.[30] According to enrollment reports received from teachers, 146 students were enrolled in the 1967-68 classes. Some 114 of these students were enrolled in the preparatory classes with the remaining 32 enrolled in the cooperative classes.
>
> Three of the five clinical schools scheduled one section of the preparatory class and two schools had multiple sections -- two sections were offered in one school and three sections in the other.
>
> Enrollments in four of the programs were coeducational. In one program, the enrollment continued to be limited to boys.
>
> Program Organization and Scheduling. In general, the organizational patterns in the clinical schools for Phase Four tended to be the same as in Phase Three. A team approach continued to be used for providing instruction in the preparatory aspect of the programs.
>
> There were changes in the teaching positions in two of the clinical schools. In one school (Warren) the expansion of the program to three preparatory classes required the addition of another teacher. This teacher worked closely with the experienced teacher and had completed student teaching in this school the preceding year and was somewhat familiar with the commercial foods classes. A change of teaching assignments in another school (Lakeview) resulted in having a new teacher assigned to the commercial foods classes. However, this teacher held a degree in home economics education in addition to having several years teaching experience in commercial foods.

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[30] The enrollments are described in greater detail in Section G of this chapter.

The preparatory classes continued to be scheduled on a block-time basis (usually two periods). Where feasible, these were scheduled as early in the day as possible to permit greater flexibility in cafeteria assignments.

There appeared to be considerable growth in the role of the local advisory committee. With increased experience, both in working with advisory committees and being a part of an advisory committee, school and community representatives were in a better position to communicate and deliniate more clearly the problems associated with developing an occupational education program in hospitality services.

Most schools followed a six-period day. Teachers in the commercial foods program were generally given teaching assignments for five periods[31] with one period daily assigned as for preparation and conference.

Preparatory Classes and Orientation. The focus of the preparatory classes continued to be upon developing understandings, attitudes, and skills basic to performance in food services and production jobs primarily at the entry level. The emphasis continued to be that of developing readiness for employment in the second year cooperative education program. In most cases this involved sharpening proficiency in basic educational skills (reading, writing, and math) as well as developing specific employment-related competencies.

Schools continued to vary in the nature and extent of use of the school lunch program as a quantity experience in commercial foods. In some programs the cafeteria experience was regularly scheduled and served as the primary quantity experience for the students in the preparatory classes. In other schools, quantity food experiences were more diversified with special projects (banquets, teas, etc.) serving as the basic vehicles for experience.

Orientation and Operation of Cooperative Work Experiences.[32] Each of the clinical schools developed its own approach to providing a cooperative work experience as an extension of the preparatory class. While all schools scheduled the coop experience for a minimum of two periods and required all students to simultaneously enroll in a "related" class, the patterns for implementing this general plan varied from school to school.

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[31] R & D reimbursement for teacher/research associate time was not continued for Phase Four operation of the Project. None of the schools agreed to fund this additional time out of local school budgets.

[32] Additional data regarding this aspect of the program appears in Section G of this chapter.

Due to a composite of factors such as schedule problems, small enrollments, and availability of the teacher, schools generally found it difficult to provide a separate related class for the coop students. A one-period related class was scheduled for coop students in two of the schools and was taught by the commercial foods teacher. In the other clinical programs, (where the enrollments in the coop experience was small -- usually less than six), related experiences were provided on an individual basis. In some cases, a student participated in part of the preparatory class. In other instances, the student met individually with the teacher during a conference period of was enrolled on an independent study basis.

In one of the five clinical schools, the coop work experience was coordinated by the commercial foods teacher. In the other four schools, the work experience was coordinated by the occupational education coordinator.

Facilities. Although the instructional settings for the Phase Four preparatory classes were similar to those in Phase Three, several important changes may be noted in two of the programs. In one school the commercial foods classes were moved from a kitchen in an adjacent elementary school to the main high school. One section of the class was held in the home economics foods laboratory. The other section met in the afternoon and was periodically scheduled to meet in the school lunch kitchen.

A small commercial kitchen unit was installed in the home economics foods classroom of another school. This greatly expanded the range of learning experiences which could be provided for the preparatory classes.

In all of the schools, many of the organizational problems which confronted the schools in the first year of operation had been resolved. First, there had emerged from the first year of operation a greater understanding of the kinds of facilities and equipment which were needed in each program (in comparision to existing faciliites and in relation to the kind of instructional patterns which were being developed). Secondly, many of the desired modifications (auxiliary commercial unit, additional commercial utensils and equipment had arrived, etc.) had been made. In addition, many of the important "little problems" (uniforms, budget, laboratory schedules, etc.) had been explored and feasible resolutions worked out.

This is not to suggest that everything possible had been done in providing quality instructional settings. Rather, some had been established which permitted clinical school personnel to begin planning for enriching the program and the setting in which it took place. Several schools were in a position to consider converting the teacher's lunchroom to a dining room setting to provide food service experiences for the students in the commercial foods program. At one point, one school was investigating the installation of a breakfast grill to service students attending early classes and provide additional experience for commercial foods students. In short, the experience in operating the programs the first year appeared to general suggestions for making greater use of existing facilities as well as to suggest ways of adding facilities which would permit the enrichment of the instructional program.

Section D: Institutes and Workshops for Teacher Education and Personnel Development

Contents of This Section. The project-related teacher education activities have been summarized in a three-part review: (1) Plans for Teacher Education, (2) The 1966 Summer Hospitality Education Institute, and (3) The Six Follow-Up Workshops for Clinical School Personnel. The institute and workshop reviews contain summaries of the major features and concerns associated with planning and conducting the activities including objectives, administration, participants, facilities, programs, and evaluation.

Plans for Teacher Education. Project staff considered the task of planning for teacher education activities to be one of highest priority since adding to the supply of appropriately prepared teachers was a necessary input for immediate project activities as well as a desired outcome of project operation. At the beginning of the project, there was, of course, the very urgent matter of preparing for the 1966 Summer Hospitality Education Institute with only about three months lead-time. However, one of the fundamental reasons for undertaking this project was to develop a base of operations for a more comprehensive and continuing program of the occupational emphasis in home economics teacher education. Thus, there would be continued opportunity to work with the teachers during subsequent stages of the project.

The 1966 Summer Hospitality Education Institute was planned as an initial experience in occupational education program development, vocational instruction, and orientation to project participation. It was essential that the Institute participants (teachers and food service directors) develop plans, materials, and ways of working together which could serve as their base of operation for at least the beginning of the 1966-67 academic year. It is important to note here that it was recognized at the outset that the 1966 Summer Institute could provide, at best, only an "activating" type of experience for teachers. Thus, it was not designed to serve as an exclusive and complete preparation for undertaking the various program development and instructional responsibilities. Rather, it was viewed as being the "bare minimum" foundation upon which to continue a series of various types of occupational teacher education experiences -- additional workshops, independent studies and directed work-study to suggest a few possibilities.

The actual teaching experience and project participation would serve as important aspects of an overall teacher education program for the teachers involved in the Hospitality Education Project. In addition, in the early stages of the project, the projected scope of teacher education and personnel development activities included an initial summer institute (1966) followed by periodic follow-up workshops during the 1966-1967 academic year for summer institute participants. This format would provide opportunity for long-term continuity of planned experiences for teachers and build upon their experiences and problems encountered as they developed some base of occupational teaching experience. A second intensive institute (summer of 1967) would then be planned for these clinical school personnel as they undertook the modification and refinement of the continuing preparatory programs and developed the second year cooperative work experience aspects of their programs. It was hoped that directed occupational experiences could be arranged for teachers in conjunction with their project experiences to expand and/or enrich their own occupational background and also to provide project staff an opportunity to try out this rather untested dimension of teacher education.

The initial projections for project-associated teacher education activities was planned to include teachers (generally those in home economics) who had already completed pre-service teaching preparation (basic education courses, teaching methods, student teaching, etc.) and who had completed fairly extensive additional full-time teaching experience (at least one year). While it is recognized that such an approach does not add to total numbers of qualified teachers, working with experienced teachers does serve to markedly reduce the problem of dealing with the totally new situation experienced by first year teachers. Given the inherent uncertainty of working with a developmental and exploratory type program, it was felt that teachers needed to at least be familiar with the educational setting in which they would be working.

Furthermore, it was hoped that once the programs were operational (two or three years) and the teachers had undergone fairly extensive in-service and supplementary preparation, at least some of the clinical sites could be expanded to serve as internship and/or student teaching centers for prospective occupational teachers in training.

The 1966 Summer Hospitality Education Institute. The Institute was planned as the first of a series of project orientation activities and focused upon principles and procedures of occupational education program development, vocational instruction, and approaches to hospitality education. The experience was designed to provide intensive opportunity for clinical school instructional personnel to develop plans, materials, and ways of working together -- in short, a base of operations from which to initiate the 1966-67 instructional programs.

Particular attention was given to developing a set of curriculum resource units[33] for several basic instructional areas in commercial foods. These would provide assistance to teachers in structuring each of the clinical programs. The curriculum resource units would also serve as a core of curriculum materials to be expanded, evaluated, and revised over the course of the project operation or a way of generating a set of curriculum and instructional suggestions to be published at the conclusion of the project.

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[33] To be distinguished from course outlines of a comprehensive course curriculum.

Credit was available to institute participants qualifying for credit enrollment in graduate level offerings. Other participants were enrolled on an "audit" or "visitor" basis.

This review of the Hospitality Education Institute summarizes the following areas: (1) objectives, (2) administration and organization, (3) participants, (4) program, (5) facilities, (6) resource materials, (7) reimbursement, (8) outcomes of the Institute, and (9) Institute evaluation.

Institute Objectives. The Institute was designed as an experience for examining the nature of occupations in hospitality services (with particular emphasis in commercial foods) and translating the required worker competencies into suitable instructional plans for the occupational education programs. The specific Institute objectives which guided the design of the Institute program included:

1. Gain awareness of the nature of occupations and occupational opportunities in the hospitality field.

2. Understand the concept of a comprehensive program of occupational education and implications for particular programs in hospitality services.

3. Analyze the nature of occupations in the food production, sales, and service areas.

4. Understand the competencies expected of workers in the food production, sales, and service areas.

5. Recognize the needs of trainees enrolled in hospitality service occupational education programs.

6. Develop curriculum and instructional materials suitable for use in the clinical programs which meet needs of students and correspond to central occupational requirements.

7. Understand methods suitable for instruction in commercial foods programs.

Administration and Organization of the Institute. The Institute offering was the joint effort of the R & D staff in home economics education and distributive education in cooperation with the School of Hotel Restaurant and Institutional Management. The Institute staff consisted of the home economics project leader as Institute Director, two graduate assistants, and two full-time consultants: Miss Jean McFadden, Instructor of Institution Administration at Michigan State University and Miss Eleanor Tumath, City Supervisor of Home Economics and Director of Food Service, Grand Rapids Public Schools. In addition, a number of individuals served as resource persons for the Institute.

Participants. Eighteen persons enrolled in the three-week Institute. Twelve of the participants represented Hospitality Education Project (H.E.P.) clinical schools and six members were enrolled as guest participants.[34] Selected institute sessions were visited by administrators from some of the clinical schools, by students enrolled in food service and teacher education courses, and by staff members from various departments in the University and the Department of Education, State of Michigan.

All seven of the H.E.P. clinical schools were represented at the Institute. In general, the teacher/research associate and the director or manager of the school food service participated in the Institute. In one instance, only the teacher/research associate participated; in the case of another school, the school lunch manager participated in only part of the Institute sessions.

With two exceptions, clinical school participants had been intensively involved in local school program planning conferences (or advisory committee meetings) which the project leader had attended in the Spring of 1966. In the case of the one exception, a change in teacher assignment in one school resulted in the hiring of a new teacher at the close of the 1965-66 academic year. In the case of the second exception, the decision regarding the designation of representative cafeteria personnel was made after the close of the school year and thus participation of school lunch personnel in advance planning meetings had not been regularized.

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[34] See Appendix G for listing of Institute participants.

The professional and occupational backgrounds of the clinical school teacher/research associates may be summarized as follows:

--Five of the seven teacher/research associates were experienced home economics teachers; one teacher was completing a teaching degree in industrial education; the seventh teacher had previously taught commercial foods and had been certified through trade and industrial education.

--Of the five home economics teachers, two held masters degrees and the other three had completed varying amounts of credit beyond the undergraduate degree.

--Both of the non-degree teachers had some previous teaching experience -- one as a high school food service teacher and training supervisor and the other as a substitute teacher; of the five home economics teachers, two had 15-20 years of teaching experience, one had 6, one had 3, and one had one year of teaching experience -- three of these teachers had previously taught prevocational classes or special foods classes.

--All of the teachers had some previous food service experience through part-time work while in college, summer employment, classes in quantity foods production and management, volunteer work, or full-time employment (one of the home economics teachers had served as a school lunch manager); however, the level, recency, and duration of related occupational experience varied widely among the teachers.

--The teachers ranged in age from 23 to 49: five of the seven teachers were married and some had taught intermittently since obtaining their undergraduate degrees.

The professional and occupational experiences of the clinical school food service personnel also extended across several levels. Two of the school lunch directors held undergraduate degrees in home economics and one of these also had completed considerable academic work beyond the masters degree.

On the personnel form requesting information regarding previous employment experiences, four of the food service directors listed several commercial foods positions other than their school lunch experience. These positions ranged from working in and/or managing restaurants to institutional food service work. Several of the food service directors had periodically enrolled in special training courses in various aspects of food production or management. In addition, most of the food service directors reported regular participation in state meetings on the school lunch program and some had been involved as officers and/or committee members of the state association.

All of the remaining institute participants[35] were associated in some way with occupational education program development in hospitality services: one was a masters candidate in hotel-restaurant management planning to enter community college teaching; one lady was a state department of education consultant in restaurant management and distributive education; the others were home economics teachers from high schools planning for future hospitality education programs.

Institute Program and Schedule.[36] The limited availability of experienced vocational educators and refined materials in the area of hospitality education, together with the short amount of lead time in which to prepare for the Institute, reduced considerably the quantity and quality of instructional suggestions and materials, procedures, and curriculum guidelines developed for participants in advance of the Institute. Thus, the Institute was an intensive three-week experience in which the teams of instructional and school food service personnel worked together with Institute staff consultation to develop initial plans and materials and ways of working together to develop and operate the clinical programs.

The Institute was scheduled to meet from 8:00 A.M. to 4:00 P.M. Monday through Friday with appropriate morning, afternnon, and luncheon breaks. The first few days of the program were designed to present (via lecture, speakers, and discussions) an overview of occupational opportunities and some background of the hospitality industry, the Research and Development Program and the Hospitality Education Project.

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[35] Complete listing of institute participants appears in Appendix G.

[36] Additional details appear in Appendix G.

With this background, the schedule shifted to permit greater amounts of project work (curriculum plans, development of resource unit, etc.) by groups of institute participants. In general, the earlier portion of the institute program was devoted to presentations of resource persons, while the latter stages were devoted more extensively to presentations by institute participants as they shared teaching and program development ideas which they were preparing.

Since the Institute was also designed as an academic offering (graduate credit), the participants were expected to extend their individual and group study beyond the daily institute schedule. In consideration of this, arrangements were made for participants to be housed in one of the campus dormitories so that they could easily continue their discussions and group study after the daily sessions.

Prominent among the concerns to which the Institute itself addressed was that of providing a complex of necessary experiences in developing various aspects of an occupational program in commercial foods and hospitality services. Some indication of the nature of the institute program appears in the following summary of general content areas and the related program provisions.

Summary of General Content Areas of Institute Program (not necessarily in order of scheduled occurrence)	Related Program Provisions (resource persons, learning, experiences, etc.)
1. Background of Research and Development Program and scope of Hospitality Education Project	(1) Director of R & D Program (2) Hospitality Education Project Leader; (3) Duplicated informational materials
2. Overview of Hospitality industry and emerging occupational opportunities in hospitality services field	(1) Director of School of Hotel, Restaurant and Institutional Management, Michigan State University; (2) Representative from local food establishments and associations;

	(3) Representative from National Restaurant Association; (4) Employment studies and reference materials: (5) Field trips and visits to various types of establishments
3. Competencies expected of (and needed by) employees in selected hospitality service occupations (commercial foods -- waiter/waitress, grill cook, assistant cook, cook's helper, etc.)*	(1) Employers; (2) Employees representing specialized areas; (3) Job description; (4) Visits to various types of establishments (restaurants, hospital, etc.); (5) Demonstrations by skilled tradesmen
4. Guidelines for developing occupational programs*	(1) Project Leader; (2) General occupational education program development references; (3) Representatives from schools operating commercial foods and hospitality service programs; (4) Reports of workshops and schools operating food service programs; (5) Duplicated materials prepared for project use
5. "Translating" occupational requirements into program and instructional plans*	(1) Project Leader and institute staff; (2) General literature in developing vocational education programs; (3) Study and analysis of curriculum reports and outlines; (4) Group work in developing resource unity and program development practices; (5) Speakers from industrial and educational training programs
6. Dimensions of a comprehensive concept of vocational education*	(1) Institute staff; (2) Divisions with resource persons; (3) Study of vocational education literature
7. Guidelines for developing resource units	(1) Project Leader and Institute staff; (2) Study of examples of resource units

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* Continued in programs of follow-up workshops.

8. Community involvement in developing, operating and evaluating programs (via advisory committees, etc.)*	(1) Resource persons from schools already operating programs; (2) Institute staff; (3) Study and reports by institute participants; (4) Reports of operating programs
9. Legal aspects of youth employment and occupational training*	Chief, Wage-Hours Division, Michigan Department of Labor
10. Selected quantity food production and service subject matter content and procedures	(1) Institute consultants; (2) Professor, Hotel Management, Michigan State University; (3) Quantity food demonstrations; (4) Texts and laboratory manuals
11. Facilities and equipment*	(1) Institute staff; (2) Study of reports (written and oral) of programs in operation (such as FEAST, Pontiac and Lansing, Michigan, etc.)
12. Organizing learning situations (laboratory experiences, coordinating classroom and occupational experiences, etc.)	(1) Institute staff; (2) Teachers and coordinators from operating food service programs (such as Lansing); (3) Study of reports (program), (workshops, Project FEAST, etc.); (4) Literature in cooperative occupational education
13. Professional affiliations for hospitality education teachers and coordinators	(1) Institute staff; (2) Director of School of Hotel, Restaurant and Institutional Management at M.S.U.: (3) Literature from industrial and professional education associations
14. Curriculum and instructional resources	(1) Film previews; (2) Displays of reference and curriculum materials: (3) Lists of related reference, curriculum

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* Continued in programs of follow-up workshops.

and instructional materials
(titles, publishers and/or
distributors, etc.)

The foregoing summary indicates the substantive framework of the institute program together with the general approaches which were used in developing the basic content areas. In addition, several types of experiences were incorporated into the institute program in an effort to supplement selected types of learnings desired for the participants.

Every effort was made to sensitize institute participants to the wide variation of kinds of food service operations and corresponding differences in employee requirements. In addition to presentations made by industrial representatives and field trips, arrangements were made for participants to request tours of restaurant operations at a number of local area restaurants when they ate their evening meals (or on weekends). These types of activities were designed to provide background experiences for identifying common and unique occupational competencies needed by various types of food service employees as well as to acquaint institute participants with the variety of performance standards and procedures operating in different establishments.

A great deal of emphasis was placed upon group work. For the main institute project of developing curriculum resource units to be shared with all clinical personnel, institute participants were assigned to groups or teams so that a teacher/research associate, school lunch director and guest participant could work together. This arrangement was adopted to facilitate continuity of interaction and to insure that the ideas, attitudes, and concerns of the various roles (teacher, research associate, school lunch manager, etc.) would be represented at every stage of development. Also, since the school lunch program would serve as an instructional situation, it was extremely important that the judgments of school lunch personnel regarding what would, and would not, possibly be considered throughout the planning session. Then, too, school lunch personnel served as important sources of ideas and suggestions. Finally, the school lunch personnel needed to understand the types of tasks and problems confronting the teachers. In short, the group or team assignments were arranged to provide participants with interaction and decision-making experiences prior to encountering the additional pressures -- school schedules, arranging instructional facilities and meeting student needs on a daily basis -- which would be present once the programs were underway.

Institute staff also felt that some opportunity for independent work should be provided (free from pressures of compormise, etc.). Thus, each institute participant (school lunch personnel included) was required to present one short (five minutes or less), independently prepared report related to some suggestion for teaching, supervision, or program development.

All presentations (individual and group) were duplicated and distributed to each institute participant. These materials became some of the most important outcomes and productions of the Institute.

Facilities. Most institute sessions were conducted in the Kellogg Center for Continuing Education. Classroom facilities for the entire three-week Institute were made available through the courtesy and cooperation of staff in the School of Hotel, Restaurant, and Institutional Management. The institute program provided opportunity for participants to tour services in Kellogg Center and several types of dormitory food service operations. Other facilities available to all participants included the University Library, the Instructional Materials Center in the College of Education, and the Michigan Department of Education (located near campus).

Institute participants were strongly encouraged (but not required) to live in the University residence hall reserved for institute participants to facilitate the continuation of group sessions begun during the day.

Food service for institute participants was available in several locations on the campus (but not in the residence hall). Arrangements were also made with several area restaurants for institute participants to be given a tour of the facilities when they were customers of the restaurant. Participants were encouraged to eat noon meals and dinner together so that informal sessions and conversations might be extended beyond the formal schedule of the institute program.

Resource Materials. Prior to the Institute, a collection of curriculum, instructional, program development, and general reference materials had been assembled. Most of these were published materials and multiple copies (2-4) were obtained where possible. Also, single copies of many unpublished materials -- program reports, courses of study for particular hospitality education-type programs, etc. -- were acquired by the Project Leader and through searches by other project staff.

In addition, several types of materials were prepared in "preliminary-draft" form for trial use by institute participants. These included: 9L0 a set of food service job descriptions and examples of job breakdown and other job analysis tools; (2) a bibliography of available references pertinent to program development concerns in commercial foods and hospitality services; (3) a listing of periodicals (and library call numbers) related (directly and indirectly) to commercial foods and hospitality services. Institute consultants also distributed hand out materials. Miss McFadden supplied an extensive set of mimeographed supplementary quantity food production and management information sheets -- these were duplicated and distributed to each institute participant.

During the Institute, resource materials were shelved in the institute classroom in Kellogg Center. Facilities were available for participants to use the resource materials in the classroom or surrounding area during the day and some evenings. In addition a check-out system was developed (under the direction of one of the graduate assistants) to permit participants to take materials to their residence during evening or weekend hours.

A number of films related to basic concepts in commercial foods and hospitality services were scheduled for previewing. Coordinated by one of the project graduate assistants, participants previewed the films and discussed their possible application in classroom instruction.

Reimbursement. Reimbursement policies applied only to personnel from the several clinical schools participating in the Hospitality Education Project. Other institute participants were responsible for their own expenses.

Clinical school personnel were reimbursed for several items upon submitting an approved expense record: (1) one round trip travel from their school to MSU and (2) meals for July 6-27 inclusive. In addition, registration and tuition fees and residence hall rooms were paid for from project funds. None of the clinical school personnel received a salary or honorarium from project funds for institute participation. In isolated instances, participants were on their school payroll while attending the Institute but this was the exception rather than the rule.

Outcomes of the Institute. Several outcomes -- some of course, more tangible than others -- resulted from the Institute. These may be summarized into two general categories or types : (1) additional materials organized, produced, and distributed or made available for future use and (2) increased awareness on the part of many persons of the multi-dimensional concerns involved in developing new occupational education programs in the absense of tested and well defined models.

The types of materials were developed by institute participants: (1) suggested teaching and program development procedures and activities and (2) curriculum resource units focusing upon six basic areas of commercial foods and hospitality services. The presentations of program development suggestions included interpreting the hospitality education program to the community, to fellow staff members in school, and to administrators. Other presentations outlined guidelines for recruting and selecting students, for conducting demonstrations, and for conducting tours and field trips to food service establishments. Materials related to each of the presentations were prepared by participants and distributed to all persons attending the Institute.

The curriculum resource units were the main project prepared by institute participants working in teams of two or three. These units focused upon six basic content areas of commercial foods and hospitality services: (1) orientation to hospitality services and occupational opportunities available in the field; (2) sanitation; (3) kitchen assistant responsibilities; (4) grill work; (5) salad and sandwich preparation; (6) dining room service (waiter/waitress duties). Due to limitations of time and number of teams, other content areas (such as bakeshop) were not developed during the Institute but were left instead for participants to develop individually in their own program.

The curriculum materials were developed as resource units in order to provide more freedom of choice for individual teacher/research associates as they developed their own courses. Thus, the resource units were designed to suggest multiple approaches for teaching basic areas of instruction with the idea that individual teachers could select some (but probably not all) of the approaches appropriate for the students or school in question.

In addition to the materials developed by institute participants, a few additional materials were prepared from institute activities by project staff. One was a directory-type listing of all resource persons participating in the institute program. Another was a listing of films (titles, distributor, etc.) previewed during the Institute.

In addition to the material resources resulting from the Institute, several important human resources were expanded or developed. Generally, there was opportunity for all who came in contact with the institute operation -- staff, participants, and resource personnel -- to increase their awareness and understanding of the complexities involved in developing vocational education programs in new occupational areas. Especially for the participants intensively involved for the three-week period, it became evident that becoming competent in all aspects of occupational education program development involved a long-term process which could never be completed during one or two years let alone during a three-week institute.

Nevertheless even the initial development of human resource potential was an extremely important outcome of the Institute for it was upon these types of resourses which future developments could be based Institute participants had learned something about their expectations and expectations of others toward them and project staff could see more clearly some of the strengths and limitations of the people and plans associated with the project.

Evaluation. Both commendations and criticisms usually can be directed toward most exploratory activities and the Institute was no exception both in terms of outcomes and processes utilized. A consideration of the institute outcomes (individually and collectively) in relation to the objectives suggested that participants had made substantial progress toward the institute objectives. This is not to suggest that all institute participants became instant experts or that all had developed equal levels of competence. Rather, as evidenced through examining their development of questions and discussions, presentations, and projects over a period of time, there were definite indications that participants were improving their concepts of the overall program development process as well as more specific aspects of it.

The institute experience was an extremely intensive one. It is recognized that questions can be raised concerning the justification of requiring teachers to participate in summer experiences (particularly at no salary) after having completed nine or ten months in the rigors of teaching. However, the project timetable was such that only the summer months could be used for orientation of clinical personnel and this meant requiring their leaving families to participate in a full-time intensive institute experience.

Considering the pace of the institute program, participants (and staff) generally survived quite well -- particularly considering that some participants commuted daily for what was designed as a full-time experience for three weeks. With few exceptions, morale was unusually high. The dedication of participants was quite far beyond the ordinary "call of duty".

In retrospect, it appears that a three-week institute operates at an extremely fast pace and it seems critical to question a reliance upon this type of orientation experience -- particularly for people who may not have had similar encounters. Those for whom adjustment might be difficult might profit, for example, from a two-day orientation session a month or so prior to the longer experience. Or, where learnings must be developed over a longer period of time, it might be appropriate to consider dividing the institute experience into two parts such as a two-week session followed by several weeks break for participants to work on projects at their own pace in their own communities and then follow this with a one-week group session to finalize projects and share results.

The institute operation seemed to be plagued with the usual assortment of logistical problems. First of all, it was unfortunate that there were no opportunities for housing institute participants close to the classroom facilities. While a 20-minute walk might not be objectionable for some, a variety of problems were encountered (particularly with inclement weather).

Several program changes had to be made after the Institute began. Almost all of the conflicts were resolved so that original activities were scheduled at another time. However, a great deal of staff time needed to be devoted to arranging changes instead of working directly with the institute participants.

Despite the problems, institute evaluations completed by each participant indicated that most felt that the experience had been worth while and that they had learned a great deal both about the program development process and about the ideas and views of their colleagues. The participants generally recommended that future experiences of this type have a less intensive schedule and allow more time for group work, informal discussion, and reports of programs already operating.

Follow-Up Workshops for Clinical School Personnel. The Hospitality Education Project workshops were an extension of the activities of the 1966 Summer Institute for Hospitality Education. As an integral part of the project operation, the workshops were intended to serve the following basic purposes: (1) provision of in-service educational experiences for the clinical school personnel, (2) foster the exchange and evaluation of curriculum development materials, ideas, and experiences, and (3) to facilitate long-term professional growth experiences for hospitality education teachers.

For the most part, the workshop programs concentrated upon the first two purposes stated above. It was hoped that with expanded funding the third purpose could have been developed in a more explicit manner (via teacher exchanges, internships, participation in professional meetings and conventions, etc.). However, with the subsequent curtailment of project funds, it became impossible to direct sufficient attention to the third purpose. Consequently, for most of the clinical school personnel, involvement in additional complementary professional growth activities was less extensive than desired.

The 1966-67 workshops centered around three themes. The November, 1966 workshop focused upon the development of "Patterns for Action" emphasizing availability and implementation of instructional media as well as the development of the program as a whole. "Cooperative Occupational Training for Hospitality Education Programs" was the theme of the March, 1967 workshop. Participants directed attention to elements leading to effective cooperative education and instructional materials and guidelines for instructional evaluation, and the projected growth and development of the local programs.

The 1967-68 workshop programs included some topics generated during the preceding series of workshops. In addition, greater emphasis was placed upon a critical review of materials being developed for preliminary use in the clinical programs (curriculum resource units, training profiles, program evaluation checklists, etc.). Points for consideration included curriculum development and revision of materials, examination of ongoing clinical programs, evaluating the local program, and public relations. It was difficult within the time limits of the two-day workshops to deal in detail with all of the topics of interest to the participants. Clinical school reports were a necessary function of each program, not only to open communication channels and provide feedback, but to provide continuity for the participants during the intervening periods between workshops when there was only a minor degree of interchange between clinical school research associates.

With the reduced level of financial support for the second year of clinical school operation (1967-68), many of the project communication and consultation functions (school visitations, etc.) had to be curtailed or eliminated. Consequently, the workshops during this period took on added importance. The workshop sessions provided opportunities for feedback to project staff as well as to the other clinical schools in the project. This provided visability for the program development ideas, problems, and practices generated at the local level. From the discussions and presentations of the clinical school personnel, directional tendencies could be identified and examined as a basis for developing a general framework of program operation.

In no way can the workshops be considered as culminating experiences. Rather, they were viewed as arenas in which free idea exchanges facilitated the generation of additional ideas and/or applications thus serving an integral role in the total project operation.

The following review of the workshops includes summaries of: (1) participants, (2) the general workshop format, (3) administration and organization, (4) reports, and (5) program summaries.

> Participants. Workshop attendance by clinical school teachers and food service directors was required as a condition of participation in the Hospitality Educa-

tion Project. Therefore, over the two-year period, workshop attendance was characterized by a core of persons (clinical school personnel) whose participation was continuous throughout the workshop series. In addition, other persons were invited periodically to participate in the workshop sessions. These varied from time to time and included representatives from the Research and Development Program staff, College of Education and School of Hotel, Restaurant, and Institutional Management faculty, consultants from the Michigan Management faculty, consultants from the Michigan Department of Education, H.E.P. Advisory Committee members, and staff from schools participating on an associate and invitational basis.

Persons, other than clinical school personnel, usually participated on an intermittent basis governed by schedules and additional responsibilities so that the actual number in attendance at any one meeting fluctuated. Workshop participants were associated with, and centered their efforts upon, the educational aspect of occupational programs in hospitality services. A wide range of interest levels were represented by the guest participants whose background focused upon teacher education for the occupational aspect of home economics, general vocational education, hospitality industry recruitment, and hospitality service training in the high school. The participation and interaction afforded by the workshop experience provided opportunity for participants to view their positions in a broader perspective.

General Workshop Format. Each of the workshops focused upon a particular aspect of hospitality services occupational program development. It was impossible in six workshops to include all phases of occupational program development as well as educational practices which may have influenced the clinical program operations. Therefore, the topics selected involved those most closely related to the central purposes for which the workshops were designed: the in-service education of teachers, the provision of a forum for idea exchange, and the development of occupational teacher education experiences. Within this framework, special sessions were devoted to considerations of instructional and program evaluation, student recruitment and placement, working with advisory committees, and public relations to name a few.

The workshops convened for two-day sessions, six times over the two-year period which followed the 1966 Summer Institute. The first workshop was held during the middle of the week. Subsequent sessions were scheduled on Thursday and Friday from 9:00 A.M. to 4:00 P.M. The latter part of the week was chosen for the majority of meetings because some participants had to travel long distances and the ensuing weekend provided sufficient time for them to return home in case of inclement weather.

The workshop sessions, during the first year of their inception, concentrated on exchange of ideas, evaluaion, and cooperative work experience in hospitality education. The second year's activities involved a review of program practices, further identification and evaluation of ideas and practices, and public relations for the program in the local school and community. Needless to say, it was impossible to deal with any of the topics in great detail. Primarily guest speakers or program participants would initiate the central theme(s) by reporting on the present status or development of the aspect or program to be discussed. From this base, the participants turned to discussion in depth of the central topic or topics within the time limitations of the workshop.

Effort was made during workshop sessions to provide for free exchange of ideas. Participants were encouraged to eat lunch together as well as attend a group dinner planned for Thursday evening so that discussion of the day's events could be continued. At times during the workshop the participants assembled in smaller groups to work out problems or concerns. The group, as a whole, was then reconvened in order to present new ideas and approaches from the smaller work sessions. Every opportunity was given to the participants for presentation of their problems, as well as successes to the group, in order to gain a variety of perspectives and approaches to conceptualizing the program development problems and practices under consideration.

Administration and Organization. The workshop staff consisted of the project leader and two half-time graduate assistants. Miss Carolyn Dommer served as the principal director of the programs assisted by Mrs. Dorothy West and Mr. Richard Acosta during the 1966-67 workshop sessions and by Mr. Jack Hruska and Miss Joan Quilling during the 1967-68 sessions. The project staff called upon a number of consultants to serve as additional resource personnel. Tentative program formats and reservation forms were mailed to participants prior to each workshop so that advance preparations could be made for accomodations and need program resources. Final program format was designed and distributed either by mail or at the first morning meeting of the workshop.

During the first year (1966-67) two of the workshops were held at the Kellogg Center for Continuing Education on the Michigan State University campus. The final workshop for the year was held in the Union Building on the campus. During the 1967-68 project year, the workshops continued to be held in the Union Building. Lunch was usually eaten informally with the group or, as in the final two workshops, the group attended Research and Development sponsored luncheons catered by the Union food service. A group "dutch treat" dinner was planned for the first evening of each of the workshops at a restaurant in the local area. Participants were invited to attend and continue their discussion of programs in a relaxed informal setting.

Accomodations for the participants were arranged at a motel within close driving distance to the campus. Those participants from clinical schools located a long distance from the campus stayed at the motel facilities. Several participants commuted from their schools to the campus during the two day workshops and the remainder of those in attendance participated in only one of the sessions and did not need to use the facilities provided. Participants were subject to the driving and parking regulations enforced upon visitors to the campus. They were allowed to park at all metered parking areas or the visitors' lots on the campus. Parking fees were subsequently reimbursed as housing and meals taken by the clinical school participants during their conference participation. Other workshop participants handled their own expenses while in attendance at the meetings.

Reports. A major portion of each of the workshops was devoted to reports from clinical schools. This emphasis was a necessity because the need for sharing what was presently being done helped, not only to broaden the perspective of the participants, but also provided a base from which questions, problems, and directional focus could be determined for the individual situation. The workshops for the first year focused on a central theme[37] from which direction and discussion could proceed. Those for the second year continued to elaborate some of the areas, which were only touched upon during the first year. The participants continued to share experiences from their programs giving evidence of growth, development, and change. Additional attention was directed to the development and evaluation of curriculum materials suitable for the hospitality education programs.

Reports given by the clinical school participants were at times the major activity of the sessions, at others, they served as a setting for more fundamental group or individual work. Further development of individual materials for specific situations and general materials suitable in a wide range of situations and hospitality education as a whole were two outcomes of the individual school reports. The clinical school reports concerned activities undertaken by the various classes, work experiences provided, scheduling procedures both for the teachers and students and other related questions or concerns. The reports helped participants view their programs realistically and gain an awareness that every situation has its strengths as well as limitations some of which are common to program development generally and some of which relate to the particular situation in the local school.

Program Summaries. This section presents a summary of the six workshops with emphasis on the purposes, high-lights, and features of the six workshops. See pages 78 - 83.

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[37] Refer to the "Program Summaries" which follow.

November 1 - 2, 1966

The November workshop centered on the theme "Patterns for Action". Topics dealt with included: clinical school reports relative to developing program patterns in use, ideas for action focusing upon the availability and implementation of instructional media as well as the total development of the Hospitality Education Project.

The objectives of the workshop were:

--To review and share developments in the schools serving as clinical sites for the Hospitality Education Project

--To summarize related developments of the Research and Development Program

--To explore alternative approaches to effectively incorporate instructional media onto the Hospitality Education classes

--To identify future guidelines for program development relative to:

a. advisory committees
b. curriculum outlines
c. initiating procedures for cooperative work experiences.

Program Highlights. Reports from clinical schools delineated problems, successes, and procedures developed to date for the newly initiated hospitality education programs.

The second phase of the workshop program concerned the teacher and instructional resources focusing in on the objectives, evaluation, and communication process so necessary for conveying concepts in the classroom.

--A film was previewed illustrating that activities of children largely determine what will be learned.

--A tour was conducted of the Instructional Materials Center

The workshop also focused on the uses of the "Checklist for Developing Occupational Programs," the functions of the advisory committee in the local school, curriculum development, and supervised work experiences.

Hospitality education progress was the final topic dealt with by the workshop: (1) Project developments were aimed at supporting local programs in existence as well as lending a base of support for further development in the occupational aspect of home economics education; (2) Data collection and resource materials development were a central activity of the project as a whole and provided foundational sources for growth.

March 2 - 3, 1967

"Cooperative Occupational Training for Hospitality Education Classes" was the central theme for the March Curriculum Development Workshop. Participants focused on elements leading to effective cooperative educational programs, and instructional materials and guidelines for developing the cooperative phase of the hospitality education program.

Objectives of the workshop were:

--To review and share developments in the schools serving as clinical sites for the Hospitality Education Project

--To summarize related developments of the Research and Development Program

--To provide an orientation to fundamental methods of organizing and operating high school cooperative education programs

--To examine guidelines for organizing the cooperative phase of the Hospitality Education Project.

Program Highlights. An address dealing with the "Elements of Effective Cooperative Education" began the program and included factors such as:

--The support and acceptance by the faculty, community and the administration, of the program

--Qualified teachers for the program.

--The relation of skills, knowledge, and attitudes essential for students on the job, needs to be incorporated into program content

--Occupational oriented teachers having had work experience are essential for the program

--Adequate student population is needed to justify a program's functioning

--Jobs available in the community affect the extensiveness of the program

--School policies and procedures used to relate and coincide with developed programs

--Sufficient student interest is necessary to warrant an occupational program

March 2 - 3, 1967 (cont.)

--Employer support is vital for a successful program.

The second stage of the workshop program examined clinical school progress. Reports were given by selected clinical school participants.

Materials developed for cooperative work experiences in home economics hospitality education were examined and discussed. A variety of uses were suggested for the program materials.

May 4 - 5, 1967

The focal point of the May Curriculum Development Workshop was "Evaluation: A Key to Program Development". Central to the theme were concerns such as: the importance of local evaluation in developing and ongoing programs, guidelines for instructional evaluation, program developments in the clinical schools, and challenges for future growth and advancement of local programs.

Objectives of the workshop were:

--To identify the components of an effective evaluation program

--To examine guidelines, tools and techniques for evaluating instructional programs in commercial foods

--To review and share developments in the schools serving as clinical sites for the Hospitality Education Project

--To summarize related developments in the schools serving as clinical sites for the Hospitality Education Project.

Program Highlights. A keynote speech dealing with the "Essential Elements and Promising Activities of Effective Program Evaluation" opened the program. Elements and activities involved:

--Elements: (1) the approval and support of the administration, (2) the involvement of professional staff and interested citizens, (3) a clear formulation of the program objectives, (4) freedom to plan the needed evaluation, (5) qualified and capable leadership, (6) allocation of time for evaluating the program, and (7) appropriate use of consultative services.

--Activities: (1) the development of philosophy and objectives, (2) the formation of faculty committees, (3) program needs clearly formulated, and, (4) involvement of citizens in an advisory capacity.

The second focus of the workshop dealt with "Guidelines, Tools, and Techniques for Evaluating High School Instructional Programs in Commercial Foods". Participants shared and analyzed examples of evaluation tools or techniques following the guidelines established by the workshop session.

The concluding portion of the workshop dealt with challenges to the workshop participants as envisioned by the Research and Development Project Director, Dr. Peter Haines. Dr Haines suggested the following:

May 4 - 5, 1967 (cont.)

--The maintenance of continual program communication between administrators and the community

--Personal involvement in the Hospitality Education Project objectives

--Realization that enthusiasm cannot always be maintained at a high level but reaches a plateau.

November 2 - 3, 1967

This workshop initiated the second year progress report of the Hospitality Education Project. Concerns of the workshop dealt with the central need for curriculum development in hospitality education, a review summary of the clinical school programs and their present status, and discussion and evaluation of materials developed through the workshop efforts.

Objectives of the workshop were:

--To summarize the 1966-67 hospitality education program in schools serving as clinical sites for the Hospitality Education Curriculum Development Project

--To review and share present program developments in the H.E.P. clinical schools

--To identify "promising practices" for future consideration and implementation in the instructional program in hospitality services.

Program Highlights. The opening session of the workshop presented the topic of teacher leadership within the framework of hospitality education.

The greater portion of the remaining workshop sessions were devoted to reports from the clinical schools focusing on leadership development and present status of programs.

The concerns with which the clinical school participants were involved included:

--Hospitality occupations

--Instructional programs

--Types of students involved in the program

--Assessment of the programs

--Teacher preparation

--Communication and interpretation

--Facilities and materials development

In the final session efforts were directed toward three of the curriculum materials developed through workshop efforts. Suggestions for purposes, additions or deletions, and recommendations were given for the devices.

February 8 - 9, 1968

The February workshop dealt with promising program developments and practices as noted in the clinical schools, the identification of problems encountered in the hospitality education area, the instruments for planning and evaluating programs, and the resource units developed by the participants for use in the local schools.

Objectives of the workshop were:

--To report recent program developments in the Hospitality Education Project clinical schools

--To examine and evaluate selected program development materials and recommend necessary revisions

--To identify "promising practices" for future consideration and implementation in the instructional program for hospitality services.

Program Highlights. A keynote speech relative to challenges pertinent to the research associates and their clinical school situation began the meeting. The challenges included:

--The continuing need for public relations within the total school program

--The need to inform legislators of local program developments in order to gain a broad base of support for the program

--The continuing need for effective student evaluation

--The need to develop performance objectives to serve as a base for developing an instructional program.

Participants focused upon program developments and practices attempting to identify and recommend practices to be incorporated into programs including student recruitment, selection and placement, counseling students as well as working with counselors, and maintaining effective working relationships with cafeteria staff.

A discussion followed the program development portion of the session dealing with problems teachers identified through a questionnaire developed and administered by project staff.

Participants focused attention also on the consideration of instruments as well as the resource units currently being used in the clinical school programs developed through the workshops.

May 2 - 3, 1968

The completion of the May Hospitality Education Curriculum Development Workshop brought this phase of the project to a close. The work done in the sessions formulated around recommendations for revision of curriculum materials developed through project efforts, highlights and summaries of the clinical school programs, and presentation of public relations material for sharing and examination by the participants.

The objective for the final workshop was:

--To review the hospitality education programs in the schools serving as clinical sites for the Hospitality Education Curriculum Development Project.

Program Highlights. The opening session featured a State Department of Education staff representative defining the role of the Department in relation to the local school.

Local program development was interspersed throughout the two-day sessions bringing the participants up to date relative to what was presently taking place as well as summarizing the two-and-one-half years of project participation.

Revisions, ideas, and suggestions were given by the group relative to their continuing task of curriculum materials refinements.

Plans for administration of a student questionnaire to be given in the clinical schools were finalized relative to staff visits.

A luncheon program concluded the final meeting of the workshop.

--Dr. Carl Gross, Chairman, Department of Secondary Education and Curriculum initiated the program by presenting challenges that face teachers of vocationally oriented youth.

--Mr. John Bolhuis, Chairman of the Educational Committee of the Michigan Restaurant Association continued the challenges to vocational educators stressing that with the tremendous growth of the industry, teacher educators can develop interest in food service education in a variety of ways.

--Dr. Peter Haines, Director, Research and Development Project, closed the meeting via a tape-recorded message centering on the future of hospitality education and general vocational education.

Section E: Curriculum Development

In this project, curriculum development has been viewed as a continuing process begun, in this case, during the 1966 Summer Institute and extending throughout the duration of the project. The initial curriculum framework developed during the 1966 Summer Institute was modified and elaborated as the individual programs progressed. The following represents an overview of the curriculum development appraoch attempted in this project. Although there were some variations among schools, the present focus is upon those features of the curriculum development approach generally common to all participating schools.

It was assumed that at least two areas of consideration should be primary influences in the curriculum development approach used in the project:

1. Present (and projected) job performance requirements
2. An assessment of student needs (given their present stage of development) in order to develop the specified job performance requirements.

Such an assumption raises several kinds of questions which must be considered before the curriculum or program of instruction can be developed. These include:

1. What are the job performance requirements specified in terms of present performance and performance requirements projected into the future for the group of jobs for which the program is being developed: (What technological changes are expected? What changes might take place in social demand?, etc.)
2. What competencies are necessary in order to meet the job requirements specified?
3. Which of the specified job requirements and corresponding competencies are common to the entire range of jobs considered? Which are more unique?
4. What knowledges, attitudes, manual operations and social skills are involved in developing the competencies identified in question #3?
5. What are the present characteristics (achievement level, interest, personalities, learning problems, projected potential, etc.) of the students and what behaviors must they develop (largely as a consequence of being in the

occupational program) in order to meet the specified performance requirements?

The continuing consideration of the preceding types of questions is essential to the curriculum development process. It seems pertinent to emphasize, however, that the consideration is a continuing one. The study and analysis involved in a technically sophisticated analysis can be exceedingly complex depending upon the level of specificty required. Desirable as the ultimate may be, in the early stages of the project the more important concern was to assist teachers in gaining an understanding of the fundamental questions and developing observational and analytical skills essential in considering the questions -- in short, performing preliminary occupational analyses and then synthesizing these results into a curriculum which would be suitable for the students in terms of the desired kinds of program aims.

The elements of the appraoch used with the teachers in this project may be characterized as follows:

1. Through continued readings, visitations, and discussions with representatives of the hospitality industry as a whole, the overall industry was examined in order to identify dimensions of the broadening concept of the hospitality services field.

2. The initial occupational focus in the hospitality education programs was upon entry level jobs in food service. The nature of these jobs was examined in a general fashion to note similarities, as well as differences, of these jobs to the broad concept of the hospitality services field.

3. Based upon an examination of job descriptions, discussions with employers, job supervisors and experienced vocational teachers, and various types of job observations over a period of time, teachers began to formulate a generalized set of performance requirements of the jobs for which the occupational education programs were being designed. These were re-examined, modified, and elaborated periodically. Gradually, there emerged a more comprehensive view of what was required for job performance as well as some of the problems involved in trying to develop the analysis.

4. During the year, the project staff worked with teachers to identify kinds of learning essential to developing the job competencies required for job performance. The list was summarized and revised several times until a preliminary draft of a "Training Profile" was developed.

5. The profile represented the culmination of efforts of teachers and project staff. However, as a planning and

instructional tool it was intended to serve as a point of departure and guide for evaluating the level of development (in gross terms) of a student at a given time. The profile was categorized into several areas of learnings (knowledge, types of manual skills, and/or types of food service and production procedures, job related social skills, personal habits, etc.) and could be adopted for use by students in self-evaluation or by instructors as a rating scale.

6. Teachers were continually encouraged to consider several aspects of the developmental levels (physical, intellectual, social, emotional) of their students as a basis for prescribing appropriate learnings suggested by the identified job performance requirements.

7. Teachers were continually involved in a "translation process" in which curriculum plans were formulated from the identified learnings and student characteristics which had been selected for consideration. The process required continuous evaluation with subsequent plans being modified in light of new information and understanding which the teachers acquired from their experiences.

The foregoing summary illustrates the general nature of the approach used in developing the curriculum plans and instructional outlines. It must be emphasized that this approach does not result in some kind of "instant course outline". Rather, it served as an experience in which teachers developed program planning "tools" through sharpening their observational, analytical and curriculum translation skills.

Section F: Staff Travel, Consultation, and Conference Participation

Staff Travel and Consultation. In addition to visiting prospective clinical sites, the project leader also visited several occupational programs in commercial foods and/or hospitality services. Notable among these was the visit to the FEAST Program[38] in California including several of the high school programs in operation.

The project leader also visited programs in Michigan (such as those in Lansing Public Schools, Waterford Twonship, and Pontiac Central) to observe the operations and to discuss their development with school personnel.

Project Staff Participation in Conferences, Institutes, and Professional Meetings. Conference activities involving project staff may be categorized into three types: (1) conferences sponsored primarily by the Research and Development Program involving most or all R & D personnel, (2) conferences sponsored primarily by the Hospitality Education Project, and (3) other conferences and meetings in which project staff participated. These are summarized briefly to indicate the range and extent of involvement of project staff in various types of conferences, workshops, and professional meetings.

> R & D meetings and conferences -- bi-weekly R & D staff meetings; conferences of representatives from all R & D clinical school in Michigan (January, 1967); conference with Ford Foundation representative regarding extension of the Hospitality Education Project.[39]
>
> H.E.P. Conferences[40] -- three two-day workshops for clinical school personnel (November, March, May); consultant conferences for project evaluation (November and December).
>
> Participation in other conferences[41] -- Michigan Research Coordinating Unit Conference (October);

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[38] Food Education and Service Technology. Program Originally operated in several high schools in the San Francisco Bay Area under a grant from the Ford Foundation to City College of San Francisco. Hilda Watson Gifford, Project Director.

[39] Sponsored by Michigan State University College of Education.

[40] Sponsored by the Research and Development Program and conducted by Hospitality Education Project Staff.

[41] A complete listing appears in Appendix E.

Michigan Department of Education Conferences (November, January, April); Michigan Hotel-Motor Hotel Association; American Vocational Association (December); U.S.O.E. Region V Conference (March). One of the clinical school teachers participated in the December, 1967 Council on Hotel, Restaurant, and Institutional Education annual meeting in San Francisco.

For most of the conferences and meeting, participation of the project leader and other staff was usually for the purpose of reporting the progress and outcomes of the Hospitality Education Project. In other instances, project staff also conducted the program, served as a consultant or resource person, or were otherwise involved with program responsiblities.

The three workshops for Hospitality Education Project clinical school personnel were arranged totally by project staff.

Section G: Collection and Analysis of Project-Related Data

Contents of This Section. The general project emphasis was upon developing guidelines to aid in the future establishment of home economics occupational education programs and the preparation of teachers for these programs. Consequently, the focus in data collection was upon acquiring information which could provide clues leading to the formulation of the projected program development and teacher education guidelines. In this section, three basic areas have been summarized: (1) Plans for Data Collection, (2) Records of Clinical Program Operation, and (3) Summary and analysis of Collected Data.

Plans for Data Collection. Generally, this meant obtaining (through a variety of approaches) information regarding program development practices and problems which might provide clues for planning additional programs, directing future teacher education offerings, and developing research projects in the area of hospitality services and home economics occupational education.

A research associate (usually the teacher) was designated in each clinical school to assist with data collection and to regularly submit information and reports needed for the project. Partial reimbursement for research and associate time was initially provided through the Research and Development Program Memorandum of Agreement with the clinical schools. (Refer to Appendix B.) However, this reimbursement was discontinued after January, 1967 when contract funding reductions prohibited continuation of payments to schools.

It was originally planned that information would be obtained regularly from research associates in the clinical schools via (a) weekly summaries of classroom activities, (b) summaries of resource materials used, (c) logs of teacher activities, (d) periodic revised outlines of the program progress and projections, (e) listings of program development practices used and planned, and (f) oral reports at workshops. In addition, samples of materials requested to be used as examples for project reporting purposes and/or to be duplicated and shared with other clinical schools. Forms or outlines were prepared for research associates to use in submitting requested information. (When the research associate time was no longer reimbursed from R & D funds, the research associates were no longer required to submit weekly or monthly summaries for items a - f above. Required reporting was reduced to oral reports at workshops and one written summary of program development practices -- Spring, 1967).

Project graduate assistants were generally responsible for compiling information submitted by research associates. The graduate assistants, under the direction of the project leader, analyzed and summarized portions of the acquired information for use by project staff and as feedback to participating schools.

Records of Clinical Program Operation. During Phase Three, several types of information were obtained from clinical schools including: enrollment data, program schedules, school personnel listings and advisory committee memberships instructional summaries, and reports of program development practices and procedures used in the local program. Specifically, the following were reported in writing by teacher/research associates from each school.[42]

--Class schedule and enrollment data (September, 1966)

--Weekly summary of class experiences[43]

--List of instructional materials and resources used each week[43]

--Research associates' log of program development activities (in addition to classroom teaching)[43]

--Listing of school personnel involved in conducting and administering the clinical program

--Listing of local advisory committee members

--Summary of student recruitment and selection procedures used in initiating the 1966-67 clinical program

--Curriculum content analysis for job foci of instructional program and identification of kinds of learning involved (December, 1966)

--Plans for second-year supervised work experiences (January, 1967)

--Report of local program development practices used or planned (May, 1967)

In addition, teachers periodically made copies of instructional materials which they had developed,[44] news clippings, brochures and minutes of advisory committee meetings. Thus, over a period of time a substantial set of descriptive materials were acquired from the clinical programs.

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[42] Submitted on forms developed and supplied by H.E.P. staff.

[43] Summarized weekly and submitted monthly to project leader. Not required after R & D Program reimbursement for research associate time was discontinued (end of first semester).

[44] Such as job breakdowns, job descriptions for stations in the school lunch program, evaluation materials, etc.

Project staff maintained a separate file (including correspondence) for each school. These files were useful for periodic program review by project staff and provided a fairly comprehensive overview of program development over a period of time. The files also provided materials for analysis and served as a basis for preparing project reports dealing with the clinical school operation. Project notebooks were also distributed to research associates so that they could maintain similar files.

Comprehensive examination of program development data was limited to summarizing the teacher/research associate logs and an analysis of the weekly lesson summaries. The examinations of program development data were performed by one of the project graduate assistants. Copies of the summaries of the teacher/research associate logs were provided to the teacher/research associates.

Summaries of the logs kept by the teachers were summarized at the end of each semester. Activities reported by the teacher/research logs were grouped by categories and the categories were then summarized in graph form indicating the general kinds of program development activities performed by each teacher, the approximate amount of time devoted to the various types of activities, and the general pattern which developed for the teachers over a period of time.

The analysis of weekly lesson summaries submitted by the teacher/research associates consisted of categorization of reported objectives and learning experiences using essentially the classification systems developed by Bloom[45] and Krathwohl[46]. These analyses were made at the end of each semester and indicated something of the nature and level of instruction reported by the teacher/research associates.

In addition, program development reports were presented by each teacher/research associate at each of the three project workshops. The summaries of these reports appeared in each of the workshop reports. Since then reports were distributed to personnel (including administration) in all clinical schools, the summaries included in the workshop reports provided each school with some indication of the nature of program development in other schools participating in the Hospitality Education Project.

Several problems were associated with the data collection and analysis segment of the project. First, complete reports for the full year were not obtained from all schools. As previously indicated, schools were not required to continue submitting the detailed reports after the R & D Program cancelled reimbursement for program development research/associate time at the end of the first semester. Since the first semester also served as a trial period for clarifying and modifying reporting procedures, even the full set of clinical school reports must be viewed with some caution.

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[45] Benjamin S. Bloom, et. al., Taxonomy of Educational Objectives (Handbook I: Cognitive Domain), New York: David McKay Company, Inc., 1956.

[46] David R. Krathwohl, et. al., Taxonomy of Educational Objectives (Handbook II: Affective Domain), New York: David McKay Company, Inc., 1964.

The teachers experienced varying degrees of difficulty in preparing the reports. Generally, regular preparation of written reports had not been a usual practice of the teachers and it took some time for teachers to work out a systematic way of handling this task. Part of the difficulty was associated with summarizing the information in a concise manner but substantial difficulty was reported with respect to typing the material. Some of this latter problem was resolved by having typing done by high school co-op students, student aides, or by the office-practice class.

The third problem area related to difficulties in obtaining project staff time to prepare the analyses and summaries. Since content analyses were involved, the task required trained personnel who were never available for the time required. Consequently, the resulting analyses and summaries were, at best, partial and superficial.

Summary and Analysis of Collected Data. In comparison to Phase Three, data collection and analysis efforts in Phase Four were greatly reduced. No actual program development information (outlines, program development practices, teacher logs, etc.) was obtained from the clinical school except that included in the workshop reports made by the clinical school personnel.

Two types of data were obtained from schools during Phase Four. These consisted of: (1) the completion of a teacher problem inventory by the five clinical teachers during January, 1968 and (2) reactions of students enrolled to their experiences in the hospitality education programs -- obtained through questionnaires administered in May, 1968.

The study of teacher problems was completed and reported during the H.E.P. workshop February 8 - 9, 1968. The data in the other study was not obtained until the close of the 1967-1968 school year. Since summer appointments for the project staff were not authorized for Summer, 1968, the compliation and analysis of the student questionnaire data was dealyed until Phase Four (beginning October, 1968).

Study: A Survey of Program Development and Teaching Problems of H.E.P. Teachers with Implications for In-service Education, Work Experiences and Consultant Assistance. (Janaury, 1968).

Background and Purpose. One of the primary objectives of the Hospitality Education Project was to obtain information upon which to formulate guidelines for developing future home economics teacher education offerings. Thus it was considered desirable to identify the problems which were experienced by the clinical school teachers and to obtain their reactions regarding the degree of difficulty encountered.

Procedures. Notes and tape recordings had been made of most H.E.P. workshop sessions. During the 1967 Fall term, these workshop proceedings were analyzed by an H.E.P. graduate assistant and teacher problems were identified. These were then summarized and categorized into a problem inventory to which each of the clinical teachers responded.

Findings. An analysis of item responses revealed that varying degrees of difficulty (minimal or no problem to very severe problem) were noted for most items.

When responses were examined by "problem areas" (classes of items), the following rank order (most severe problem to least severe) of problem areas was noted: (1) evaluating personal teaching, (2) personal preparation, (3) program support from business, (4) coordination, (5) program support from non-business, (6) instruction and curriculum development, (7) equipment, budget, supplies, and schedule, (8) recruiting and enrolling students, (9) training stations, (10) advisory committees, (11) credits and grades.

Study: A Study of Selected Student Reactions to Hospitality Education Programs Operating in the Five Schools Serving As Clinical Sites for the 1967-68 Hospitality Education Project (May, 1968[47]).

Background and Purpose. This study emerged as part of an attempt to obtain feedback from the instructional programs associated with the 1967-68 Hospitality Education Project. The general purpose of the study was to obtain information about students as part of overall program evaluation. Based upon questionnaire data obtained from students, the study focused upon a two-fold consideration of student responses as one basis for examining selected instructional and organizational aspects of the existing programs and as a basis for suggesting possible program changes and improvements.

Procedures. The questionnaire and instructions for administration were prepared by H.E.P. staff. Advance preliminary copies of the instrument and plans for administration were supplied to teachers and administrators in clinical schools for their recommendations.

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[47] Data collected in May, 1968. Analysis completed in December, 1968.

The required approval for using instruments in U.S.O.E.-funded projects was obtained under standard procedures from the U.S.O.E. project officer for the MSU R & D Program contract. Written approval for administering the questionnaires was also obtained from teachers and administrators in the clinical schools.

Students in the five clinical schools were asked to complete the questionnaire during a regularly scheduled class period in May, 1968. The instrument was administered by H.E.P. staff during a scheduled visit to the school. One hundred eight students completed the questionnaire for a total of seventy-four percent of the stucents enrolled in the classes. Absentees were accounted for by conflicts in schedules at the schools or by unexpected activities and illness, which were not known when the school visitations were scheduled.

The class enrollments included students in both the first year (preparatory) and second year (cooperative) of hospitality education instruction although the majority of respondents were first-year students.

Limitations. This study was limited to the hospitality education students in attendance on the day the questionnaire was administered in any given school. Although there was perfect or near perfect attendance in hospitality classes in two of the schools, a number of absences were noted in some sections in the other three schools where the questionnaires were administered during the latter part of the month.

This study is further limited in that there is no comparable set of data with which data in this study may be compared. Uncertainty regarding project continuation and continual resource limitations prevented a systematic collection of student data as they entered the programs. Thus lacking important baseline information, comparisions of this data obtained at the end of the school year, unfortunately, not possible.

The analysis was limited to determining frequencies of responses, and in some cases, percentage summaries. While this type of analysis permits a general overview of responses to the questionnaire (and as an indix of responses to the programs in question), many important questions concerning the significance of particular types of responses and relationships of variables cannot be answered from the level of analysis used. However, some tendencies and suggestions for further analysis may be noted.

Findings. The following represent summaries of the findings emerging from the study:

--Many students came from homes in which parents had less than a high school education. The majority of students were boys, were juniors in high school, considered themselves to be average (grade C) in general school achievement, and were enrolled in the first year preparatory course in the program.

--Students perceived school counselors and students presently enrolled in the commercial foods classes as the major agents influencing them to enroll in the program.

--The commercial foods program had helped students to sharpen their focus upon occupational goals; however, many students indicated uncertainty in relation to long-term goals, degree of education expected, and residential location after completion of high school.

--Coop students worked primarily in commercial food service establishments employing fewer than ten persons or in establishments with more than twenty employees; these students seemed to like their jobs and their responses indicated that they felt that they gained valuable knowledge about the business, getting along with people, and familiarization with the actual equipment used by the industry. These coop students reported receiving little on-the-job training (3-day general maximum) from the employer and the training was primarily for the purpose of assuming the regular, rather than a special task-oriented, job.

--Student reactions to the classroom aspect of the program indicated that when comparing the commercial foods class to others in which they were enrolled, the majority of students found the commercial foods class to be of greater value. They indicated that the class helped them to develop greater interest in the subject matter than when they first enrolled and that food preparation ranked as one of the most valuable class experiences. About one half of the preparatory students planned to enroll in the coop portion of the program the following year.

--Students' conceptions of the preparatory and coop aspects of the program indicate that the preparatory students viewed activities involving food preparation as the most important learning. In contrast, the coop students view learning about working with people, and knowledge of equipment as the most valuable experiences gained from their coop jobs.

Section H: Dissemination of Information

In this project, the reporting and dissemination function involved the dissemination of information and materials from other sources in addition to reporting information generated in the operation of the project and the R & D Program. In reviewing this function, particular attention is focused upon four areas: (1) publications and materials developed for use in the project, (2) program development information and resources, (3) reporting project activities, and (4) communications and publications for general distribution.

Publications and Materials Developed for Use in the Project. Hospitality Education Project publications and materials may be classified in four basic categories: (1) finalized reports and descriptive materials, (2) preliminary draft materials and reports for "internal use" (by project staff, clinical schools, etc.), (3) report forms for obtaining program-development information from clinical schools and (4) other explanatory materials (such as project proposals). The following summary indicates the nature of selected items in the four categories:

> Final Reports and Descriptive Materials (Released During 1966-67).--Interim Report for Hospitality Education Project (November 30, 1967); two brochures describing the R & D Program and Hospitality Education Project.
>
> "Internal Use" Materials and Reports -- Workshop reports (3); memorandum of agreement for clinical schools; curriculum resource units (6); preliminary guidelines for cooperative work experiences; guidelines for program evaluation; training profile; directory of clinical school personnel.
>
> Program-Development Report Forms -- Forms were developed by project staff for each of the types of information submitted by teacher/research associates (class schedule and enrollment data, weekly class summaries, research associates' log, report of program development practices, etc.).
>
> Other Materials -- Proposal to the Ford Foundation for extending the Hospitality Education Project; monthly reports to the R & D Director; proposal for continuing the H.E.P. under U.S.O.E. funding to the Research and Development Program.

Materials in the first category were distributed on a state, regional, and national basis. Since the materials in other categories were prepared in "preliminary -- or working-draft" form, distribution was limited mainly to project personnel and selected vocational education personnel (teacher educators, state supervisors, etc.).

In addition to the materials prepared primarily for project use, the project leader also assisted with the preparation of a document for planning and conducting R & D conferences.[48] This document contained guidelines for conducting R & D conferences together with related forms for reporting conference plans, budget, and evaluation.

Program Development Information and Resources. Conducting any program development rpoject requires a broad range of informational materials as well as other resources, human and material. Conducting a program development project in an area where established curricula are largely nonexistent means that needed informational materials and resources are essentially nonexistent and must be created. Furthermore, those materials which are available frequently have been developed for other purposes and must be adapted for classroom use.

Thus a critical task in the early stages of the project was to identify and obtain multiple copies of various types of available informational materials related to occupational education in commercial foods and hospitality services. During the early months of the project a collection of reference materials was gradually assembled and catalogued as part of the reference collection of the Research and Development Program. Almost all of the materials were limited to use as teacher references, there being fiew available materials appropriate for use by high school students.

References from the collection were available to clinical school personnel on a loan basis. Reference lists (bibliographies) were prepared (in working draft form) and distributed to clinical school personnel to facilitate their requests for materials.

A limited number of program development materials were also prepared (by project staff) for use by clinical school personnel. These were distributed in "preliminary draft" or "working paper" form and included: (1) a set of general guidelines for developing occupational education programs, (2) suggestions for organizing advisory committees, and (3) a set of job descriptions and examples of job breakdowns for jobs in hospitality services. These materials were largely adapted from materials originally developed for other purposes.

Reporting Project Activities. Three general types of reporting procedures were employed: (1) staff reports for internal use in the

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[48] Carolyn Dommer, Dwight Davis, and Karl Stearns, *Conducting R & D Conferences*. Research and Development Program in Vocational-Technical Education, Department of Secondary Education and Curriculum. (East Lansing, Michigan: College of Education Michigan State University, 1967).

Research and Development Program, (2) Announcements made at various professional meetings, and (3) releases prepared for mass distribution. The following are examples of each type of reporting procedure:

1. Staff Reports. Monthly reports to the R & D Director were proposed by the project leader. These reports contained summaries of all project activities for the period, a listing of staff travel, problems encountered, and projected plans for the coming month(s). Copies of these reports were also distributed to Michigan Department of Education consultants and members of the H.E.P Advisory Committee.

2. Meeting Announcements. Information about the project was described by the project leader at a variety of professional meetings including:[49]

   --National Seminar on Occupational Education in Home Economics (Ohio State University, March, 1966)

   --Michigan Home Economics Teacher Education

   --Michigan Coordination Conference

   --R & D Conference for Michigan Department of Education representatives and College of Education staff.

3. General Releases. An announcement memorandum was sent by the project leader to state supervisors and head teacher educators of home economics in all states. Project descriptions were also developed to be included in brochures[50] prepared for distribution by the Research and Development Program.

In addition, information regarding the project design and operation was informally distributed through staff conferences with consultants and school personnel, correspondence and program visitations.

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[49] Refer to Appendix E for detailed listing of presentations made by project staff.

[50] Brochures -- (1) "Research and Development Program in Vocational-Technical Education: A Developmental Vocational Education and Teacher Education Program Based on a Clinical School Concept"; (2) "Research and Development Program in Vocational-Technical Education: Hospitality Education, Rural Schools, Distributive Education". (East Lansing, Michigan: Department of Secondary Education and Curriculum, College of Education, Michigan State University).

Generally, informational releases were of a type designed to acquaint the various educational and industrial publics with a rationale for the project together with the project objectives and projected procedures.

Communications and Publications for General Distribution. Communications and publications prepared for mass distribution included: (1) a memorandum sent to vocational home economics teacher educators and state supervisors in all states, (2) excerpts in two R & D brochures distributed at state, regional and national meetings, (3) an interim report prepared at the termination of the first R & D contract (OE5-85-111) in November, 1966, and this final report of the project operation under both R & D contracts (OE5-85-111 and OEG 3-7-0702-11-2679). In addition, publication of two program planning documents is planned pending availability of funds (Guidelines for Establishing and Operating High School Occupational Education Programs in Food Service and Curriculum Resource Materials for Hospitality Education).

CHAPTER FIVE:

EVALUATION

Results. The Hospitality Education Project was established for two basic purposes: (1) to stimulate and aid the development of a new type of occupational education program and (2) to acquire (from studying the developing programs) descriptive information upon which to base future directions and guidelines for teacher education, research, and program development activities. Consequently, the project was visualized as a long-range effort in which the initial developmental and exploratory phase would serve as a foundation for future experimentation and demonstration activities.

From the beginning, the instructional function in the clinical schools was primarily the responsibility of local teaching and administrative personnel with project staff serving in consultant and support roles. Thus, the clinical program operation was not directly a project function in the same sense as the other functions[1] for which project staff assumed major responsibility for planning and operation. However, it is equally important to note that the clinical school operation was essentially the key to the total operation of the Hospitality Education Project. Without the clinical programs, the remainder of the project had no basis for existance.

One of the most challenging problems confronting staff throughout the duration of the project was that of formulating and implementing an evaluation approach suitable for an exploratory and developmental project. It was continually necessary to keep in mind that one of the outcomes anticipated from project activities was a formulation and clarification of objectives and experiences appropriate for occupational preparation in an employment area which had previously been rather nebulously defined.

Project consultants continually recommended that greater emphasis be placed upon evaluation of the individual clinical programs as well as the project as a whole. However, there was a continual absence of specific guidelines, instruments, and processes.

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[1] Personnel development, project organization and management, clinical school consultation and coordination, curriculum development, acquisition and preparation of reference and instructional materials, data collection and analysis, and evaluation.

Evaluation in established programs and projects is frequently made in terms of a goals-and-outcomes approach. However, in a developmental or exploratory project, major consideration must be focused upon formulating criteria and guidelines related to (1) the processes being used to specify and define the goals and outcomes which can be reasonably expected and (2) to the means developed for accomplishing and anticipated outcomes. In this approach, evaluation must be viewed as a process rather than an event, although specific "check points" may be selected for particular consideration.

Evidence for clinical program appraisal, and also some aspects of project operation, were obtained from the following: (1) general progress reports periodically submitted by research associates and clinical school administrators; (2) weekly summaries of class activities submitted by teacher/research associates; (3) lists of reference and instructional materials submitted by teacher/research associates; (4) copies of teacher-made materials shared by clinical school representatives at project workshops; (5) weekly program development logs submitted by teacher/research associates; (6) reports of specific program development practices submitted by teacher/research associates; (7) interviews by project leader with clinical school administrators and other personnel and with students enrolled in the programs; (8) questionnaires completed by students enrolled in the programs; (9) periodic evaluations of project workshops (check-lists completed by participants); (10) examination of status and future directions of the project by consultants employed at the conclusion of the first contract; (11) general review by project staff of various aspects of project operation.

> Clinical Program Operation. Information supplied by clinical school personnel indicated that there was qualified acceptance of the hospitality education programs as they had progressed during the 1966-67 school year and that all preparatory programs would be continued with varying degrees of modification: one class was to be re-scheduled as a one-period class; the location of one program was to be changed from an adjacent elementary school to the main high school building; the remaining five preparatory classes were to be continued with slight schedule changes (generally moved to earlier periods in hte day). Clinical schools indicated that the programs had developed to a point that they were sufficiently self-sustaining without continued participation in the Hospitality Education Project. However, all school qualifying for the project participation preferred continued association because of the consultation advantages and opportunities to interact with others engaging in similar program development efforts.

With teacher education offerings and program-development reimbursement eliminated, none of the schools wished to continue participation in the data collection phase. Five of the seven original schools agreed to continue limited project participation and workshop attendance on the basis of reimbursing teachers' expenses for workshop participation. Five schools agreed to continue providing the released time for teacher to participate in project workshops (equivalent to six days of substitute teaching per teacher per year). One school could not continue to provide the released time for the teacher and food service director and thus withdrew from the project at the close of the 1966-67 school year. This left participation left to five schools for Phase Four.

At the close of Phase Four, the focus upon over-all clinical program evaluation was basically a dual approach consisting of (1) a survey of selected student reactions to the hospitality education programs in which they were enrolled and (2) project staff conferences with clinical school personnel regarding their experiences with program development and projections for program continuation. Both of these reviews took place in May, 1968 at the close of the second year of program operation.

The comments here are confined to a summary of the topics discussed in the conferences with clinical school personnel. Since the student survey is summarized in Chapter Four: Section G a duplicate report will not be included here.

Conferences with clinical school personnel were conducted by project staff during school visitations in May, 1968. These conferences were arranged in advance so that parties involved had an opportunity to plan for the discussions. Those participating in the conferences varied somewhat from school to school but generally included the teacher, principal, and food service director. In addition, the vocational director, superintnedent, vocational coordinator, and counselor also participated if they had been directly involved in the planning and operation of the program.

Project staff posed six basic questions as the framework for the conferences:

1. What have been some of the significant contributions of the hospitality education program to the total educational program of the school?

2. What have been some of the key features of the hospitality education program which have contributed to its success?

3. What have been some of the major "blocks" which have confronted the staff as the hospitality education program has been developed and operated over the two-year period?

4. What strategies have been, or might be, used in confronting the "blocks" identifed above, and what has been the nature of the resolution of the problems?

5. What span of time was involved in developing your program from the initial planning activities to the early organization to the time when (in your judgment) the program became a self-sustaining unit of the overall instructional program in your school?

6. What do you see as "future directions" -- on an immediate and on a long-range basis -- for the hospitality education program in your school?

In addition, opportunity was provided for clinical school representatives to add items to the discussion agenda. Approximately one hour was devoted to the group conference in each school. The resulting details are far too extensive to be included verbatim in this document. Consequently, the following summary is representative of the kind of comments which emerged from the discussions.

Program Contributions. Although the nature of emphasis varied somewhat, the general consensus among schools was that one of the most significant contributions of the hospitality education program was that of extending the range of educational and occupational opportunities for students. Some schools indicated that this range of opportunities for students. Some schools indicated that this range of opportunities had been extended primarily to a particular segment of the school population (such as to students who generally found limited success in the more traditional academic programs) while in other schools the range of opportunities had been extended to a general cross section of the school population.

Key Program Factors. Assessing the relative importance of contributing factors was viewed as a difficult, if not impossible, task for several reasons. First, without readily available, valid and reliable measurement and evaluation procedures the matter of assessment is essentially one of rather subjective judgment. Secondly, the judgments of those involved in program planning and operation may vary somewhat depending upon the perspective from which the process is viewed. Consequently, the following comments are advanced in view of these limitations.

Among the factors mentioned with recurring frequency were: (1) ability of the teacher to anticipate and assume the program; (2) the ready cooperation of the school food service program to accommodate itself to an educational as well as a production and service role; and (3) the interest and support of school administrators and members of the business community. Overall, these seemed to be the necessary, though certainly not sufficient, factors considered to be essential to the progress and success of the program.

Major Difficulties. The general trends of comments made in the clinical school interviews indicated that a lack of the above key program features were seen as the major difficulties (or sources of them) encountered in developing the program. In addition, finances were listed by some school administrators as a major area of difficulty. In some instances, the size of the school lunch program operation and/or the classroom laboratory limited expanding the enrollment so that, for its size, the class was viewed as an expensive one to operate.

Although the problem did not currently exist at the time of the interviews, administrators were concerned about the future staffing for the program. In general, the future of the program was tied to the presence of the existing teacher and if she should leave, the difficulty of locating qualified replacement might mean the discontinuation of the program. That administrators would be somewhat cautious about program development in an area where critical staff shortages exist, is understandable.

Another area of concern related to the "image" of hospitality services as a viable occupational alternative. This concern was not raised in all schools. However, there was the general realization that the approach to program development in an emerging occupational area with a service orientation needed quite different interpretation than some of the more established vocational programs with a different status history.

Strategies for Confronting Difficulties. With few exceptions, the approaches to problem resolution were seen as generalized, rather than specific, in nature. Clinical school personnel continued to emphasize the need for finding program patterns which would permit the expansion of enrollment to a point which would conform more closely to the per pupil expenditures acceptable for the school. In some cases, this meant minor remodeling of the home economics foods laboratory to provide laboratory spece for more students. In other instances, schools were considering the use of additional cafeterias in the school system for work stations.

Few of the schools were in a position to confront adequately the possiblity of teacher turnover in the hospitality education program. In one school, opportunities to place student teachers with the hospitality education teacher were used as one means of increasing the supply of teachers having some experience in this vocational area.

Program Development Time Span. Again, the figures associated with this facet of the interview varied with the school setting in which the program had developed. There tended to be less agreement across schools regarding the actual time involved than in the factors considered necessary for the program to become a self-sustaining unit of the overall instructional program of the school.

In one sense, given the uncertainty regarding a ready supply of qualified teachers, it may be some time before the programs become truly self-sustaining in the manner of more established programs in the school (such as math, English, general home economics, etc.). However, assuming the presence of a qualified teacher, most programs were considered to be self-sustaining after two years of successful operation. In other words, there was a general belief that if a program survived a one-year exploratory trial and a second year in which modifications were made, it was on its way to becomming a continuing program.

Assuming the presence of fully-functioning human resources (qualified teacher, cooperating school lunch employees, supportive administrators, etc.), the program development time span depended as much upon the development of suitable instructional settings as anything else. In general, it does not seem to make a great deal of difference in time required whether a school plans to build new instructional facilities for hospitality services or remodel existing ones. In most instances, a two- to four-year time span needs to be allowed to acquire suitable instructional facilities for the preparatory class in the hospitality education program. Considerable advance planning time is required as well as substantial allowances for purchasing and installation delays.

Future Directions. At the end of two years of operation, all of the schools were considering additional patterns of operation at least for the preparatory class (assuming the presense of a qualified teacher). In some schools, this took the form of initiating additional food service operations within the school (such as a short order program or teachers' lunchroom operated jointly by the school lunch program and the hospitality education program). In other school, the projections called for less radical changes such as simply expanding the involvement of hospitality education students in extra-curricular activities in which catering or other food services were required.

The cooperative classes had not operated for a length of time sufficient for making projections. The small enrollments the first year made it difficult to develop the kind of coordination pattern which was desired. Therefore, the second year of the cooperative classes would be crucial from the standpont of determining its continuation and also the pattern of operation which would be used. While the number is somewhat difficult to determine, school districts are quite reluctant to grant coordination time when only six or seven students are involved. However, schools were interested in increasing enrollments so that after two or three years it seems reasonable to assume that enrollments would justify the appropriate teacher coordination time (assuming also that the schools' critieria did not change).

From these summary comments, it is apparent that no single pattern of program development emerged in the group of schools which served as clinical sites for the Hospitality Education Project. There seems to be, however, among the pattern variations a set of significant program elements which need to be present and functioning if a program is to provide the quantity and quality of educational opportunity desired.

While the "arrangements" of the elements may vary, the teacher seems to be among the most critical, if not the most critical, of the total array of program components. This is not to suggest that a "good: teacher is all that is needed for developing a quality hospitality education program. Rather, it is to say that without an able teacher, the succuss and continuation of a developing hospitality education program is severly limited.

Personnel Development. Since personnel development is primarily an extended growth process, it becomes rather difficult to examine any particular set of events as indicators of progress. However, the Summer Institute, workshops, and consulation sessions were designated as project personnel development activities on the assumption that these would serve as catalysts for the somewhat nebulous process of development which all personnel would undergo as a result of their participation in the project.

Comments from the various program participants were generally favorable. With few exceptions, the organization and content of the activities were well received. In general, the various sessions were followed by requests for additional experiences to extend and supplement the previous programs.[2] In this sense, the Institute, workshops and conferences seemed to serve a useful purpose in identifying necessary future directions and to acquaint teachers and other school personnel with the realization that becoming an occupational teacher involved far more than attending a periodic institute or workshop, no matter how valuable that solitary experience may have been.

With few exceptions, there was 100 per cent attendance at the Summer Institute and follow-up workshops. Some difficulties were encountered by clinical school personnel who had to travel long distances. Some consideration was given to holding the workshops in another location (such as one of the clinical schools). While this suggestion had considerable merit for program reasons, it did little to ease the travel problems. The Michigan State University campus was the most centrally located feasible site.

In terms of questions raised and presentations made, the teachers and food service personnel evidenced continual progress in undertaking their new educational roles. Because of the common experience of the Summer Institute, participants at workshop sessions had established the kind of rapport which permitted a gree exchange of problems, suggestions, and materials. In this way, it was possible to discuss areas of disagreement as well as focus upon matters in which all concurred.

As the project progressed, the challenges of being a "program-development pioneer" became increasingly evident. In many ways, developing the clinical programs was a lonely experience in the sense that persons similarly engaged were some distance away. Participation in the project workshops and conferences served to combat the "loneliness syndrome" by providing opportunity for interaction of participants as they compared problems and progress.

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[2] For example, after the 1966 Summer Institute, several teachers and food service directors expressed interest in having a series of short workshops dealing with internship types of experiences in industry and business to provide school personnel with a greater realization of various occupational requirements (such as operating school food service programs, restaurant management and operation, catering, etc.).

Due to general resource limitations and time limitations, major responsibility for arranging the workshops was assumed by project staff. While this approach was more efficient in terms of the reality of the situation, it did not provide much opportunity for the teachers to be involved in the continual planning for these events -- except in the brief summary and planning sessions at the end of each workshop. Consequently, ideas and requests from teachers had to be conveyed in a more informal manner.

Clinical School Consultation and Coordination. Although the provision of consultation services (approximately five days per year per school during Phase Three) appeared to meet communication needs of both the clinical personnel and project staff (to keep up to date on program activities, etc.), the quantity and pattern of consultation time was not adequate in terms of the situations which developed during the year -- eliminating reimbursement of research associate time, cancellation of January travel (program planning visit), and unanticipated program development problems which emerged at different times in individual schools.

Since schools developed individualized schedules and approaches for addressing themselves to various program development questions, a separate consultation and coordination program should have been established for each school. This is not to suggest that there were no commonalities of operation among schools. Rather, greater recognition of internal school factors needed to be made in the project schedule. Even the more regularized project activities (workshops, school visitations, etc.) affected each school somewhat differently. What might be appropriate planning for one school in January would not be suitable in another until March. While some general variation was expected, it was not until after several visitations were made over a period of time that the nature of the variations become more clearly defined -- to clinical personnel as well as to project staff.[3]

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[3] Although clinical schools were not expected to develop identical programs and practices, it took several months for comparitive-type questions to subside. Early tendencies to compare time-tables gradually diminished as clinical school personnel became more experienced. With more opportunities to interact with counterparts in other schools there came to be greater realization that identical program reports could not be expected from differentiated program plans and time-tables.

Curriculum Development. In the area of hospitality services, formulating a set of generalized performance requirements is a most complicated process since there is great variation within the industry with respect to descriptions and requirements for jobs with similar or identical titles. Repeated examinations of job descriptions together with continued observations and conferences with employers were required throughout the year as clinical school personnel and project staff worked to identify the key learnings for the preparatory and cooperative programs and to develop a "Training Profile" to their advisory committees. Their evaluations were generally favorable although, as might be expected, there was not complete consensus about the relative emphasis that should be devoted to various aspects of learning.

Although the instructional programs had become increasingly stabilized over the year, the lesson summaries submitted by the teachers, together with their periodic comments, indicated that curriculum revisions were required. There were concerns regarding the relative emphasis to be given to various topics and experiences. In addition, there were many questions concerning desirable ways of sequencing and coordinating experiences.

There was need for an in-service type meeting (such as a one-week workshop) of clinical personnel and and project staff to draw upon the previous institute, workshops, consultations, and teaching experiences to delineate in a more comprehensive manner the curricula which had been developed. (In addition, instructional plans for the cooperative related class would need to be developed.)

It became increasingly evident that no one instructional situation (cafeteria or classroom) would exclusively serve the class needs. Rather, varying combinations of these facilities were needed over the course of the year.

Acquisition and Preparation of Reference and Instructional Materials. This task continued to be more complex and demanding than anticipated. Generally, materials needed for long-term instruction in a school setting where instruction is less intense, differ from needs of employers for training aids in their establishments (where training tends to be more intensely focused upon short-term experiences of a demonstration and/or lecture nature). More up-to-date illustrated materials were needed as were materials for individualized instruction and projects. Teachers expressed need for more materials of a sequential nature and materials which approached learnings from several perspectives. Generally, since full-scale quantity facilities were not available (and indeed were not suitable) for all aspects of the preparatory programs, instructional materials were needed which focus upon principles of quantity food service and which provide examples which can be applied to small-scale instructional situations as well as being extended to a full-scale quantity operation.

Training aids prepared for use by employers tend to be designed to up-grade employee performance in a particular aspect of a job. In contrast, instructional materials for use in the preparatory programs needed a more generalized focus upon basic operations common to several job areas as well as specialized emphasis of application. Consequently, teachers were continually preparing materials to supplement training aids available from industry. Examples of the teacher-prepared materials were shared at the project workshops. Some, of course, were transferable to other situations while others could be used only for the situation for which they had been designed. Nearly all of the materials were prepared on a trial or preliminary basis and thus were not available for general distribution without considerable revision and editing. Project resources were not available for this task.

Data Collection and Analysis. This function had been intneded to accomplish two basic tasks: (1) to provide feedback from all program development functions in the clinical schools -- instruction, teacher activities, etc. and (2) to focus periodically upon separate studies of specific aspects of concern to the project -- student achievement in given areas, trial of specific instructional materials, attitude surveys, etc.

While the desirability of the preceding activities was not questioned during Phase Three, the necessary resources for undertaking much of the data collection and analysis were not available -- particularly after the R & D budget reductions required in the second contract. Consequently, data collection was limited to selected program development feedback and, even this was not uniform for each of the clinical schools.[4]

Since the future of the project was quite uncertain for most of Phase Three, the emphasis in data collection was reduced. This resulted in cancellation of plans for surveys of program participants. In addition, analysis of the data obtained (teacher logs, lesson summaries, etc.) was limited to brief summaries of general trends rather than in-depth content analyses. Consequently, the outcomes of the data collection and analysis function were partial and superficial and thus limited in their use for describing program development over a period of time and for evaluating any given aspect of the project.

Project Organization and Management. While the project had been established as a developmental and exploratory operation, the type and magnitude of changing circumstances which were encountered in Phase Three had not been anticipated during the planning phase (Phase One). In the clinical appraoch authorized for the R & D Program, it was assumed that U.S.O.E. support would be sustained for a period of time to permit converting the "developmental" clinical programs (such as those in H.E.P.) to experimental, demonstration, and student teaching sites. Such an assumption is essential to justify investment in a developmental program, the outcomes of which become valuable only as they provide a basis for continued operation.

It is difficult to determine whether the original provisions for project organization and management were adequate for the intended purposes since the conditions under which the project operated in Phase Three were quite different from those anticipated. Even without any serious crises, the agenda for Phase Three was a very busy one. Given the contract problems which developed, project staff had to redirect their activities from consultation in schools and preparation of materials to developing alternate

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[9] Some schools accepted the option of discontinuing research associate reports after the R & D reimbursement for research associate time was discontinued at the end of the first semester.

funding proposals, modifying operations to fit budget restrictions, and trying to secure different funding sources to permit continuation of project activities. It is obvious that this type of redirection of project resources did not contribute to progress in the clinical programs or to general progress in several other project functions (such as curriculum development, materials acquisition, and data collection and analysis).

At the end of the 1966-67 school year, it was uncertain whether R & D Program resources would be sufficient to continue operation of the Hospitality Education Project for the 1967-68 school year. Under these circumstances, clinical schools were understandably hesitant to make commitments for continued project association. Given the developmental and exploratory emphasis of the project, alternative approaches for continuing the project were nonexistant because of the problem of obtaining the continuing feedback so essential to the operation of this type of project.

Memorandum of Agreement forms were not mailed to clinical schools until mid-July. Considering the many problems and uncertainties through which the clinical schools had been most understanding and cooperative, it was encouraging to have five schools agree to continue project participation for the 1967-68 school year.

Evaluation. The evaluation approach discussed at the beginning of this consideration of assessment depended upon a systematic feedback operation with which to monitor and interpret the various activities associated with the project.

For the Hospitality Education Project, the data collection and analysis operation served as a simplified feedback and monitoring system (as well as a research function). In the absense of a comprehensive and more tightly controlled feedback system, a rather crude set of criteria had to be substituted for project evaluation. Over-simplified, these consisted of securing comments from those associated with the project concerning their judgments regarding (1) whether the students enrolled in the hospitality education classes were obtaining a meaningful educational experience (in comparison with the general educational purposes of the program and in comparison with other classes in which they might be enrolled); (2) whether the clinical programs were functioning well enough to continue operation without a great deal of outside support; (3) whether the clinical teachers and other school personnel wished to continue the programs and participation in the project; (4) whether there was sufficient guarantee of resources to support a minimal level of project operation for an additional year (workshops, occasional visits to clinical schools, etc.); and (5) whether it was justifiable to continue a project whose mode of operation had departed so drastically from the framework in which it had been established.

Phase Three came to a close amidst considerable uncertainty regarding the possible continuation of the total Research and Development Program as well as the continuation of the Hospitality Education Project. The resources available at the beginning of the project had already been curtailed for the second semseter of Phase Three. However, several sources (such as interviews with students, observations of the clinical programs, and conferences with clinical personnel) indicated that most of the programs had developed high potential for continued growth. In addition, a substantial investment had been made in organizing the project and getting it underway. Furthermore, considerable effort and resources had been invested by the clinical schools.

These kinds of factors supported the alternative to continue project operation even though the framework would be altered to correspond with the resource limitations which would be imposed. However, the question of terminating project operations at the end of Phase Three was also raised since, given the resources available, the type of developmental project operation originally established could not possibly be sustained.

After considerable consideration, it was decided that a second year of clinical operation, even with drastically reduced monitoring, would add to the validity of overall project outcomes in relation to the objectives which originally guided its establishment and development. There would, at least, be periodic opportunities to discuss program changes with the teachers. In addition, the clinical school personnel would have some opportunity to continue association with each other -- an association which grew more essential given the relative isolation in which this type of program development was undertaken. Thus, it was concluded that it would be generally less desirable to terminate the project at the end of Phase Three than to continue it even with the limited provisions for financial support and the changed directions which would need to be developed.

Broad Outcomes. The conclusion of an exploratory and developmental project is an arbitrary one to a large extent. The outcomes from such an activity exist primarily as "potentials for future development" rather than as findings of a culminating nature. The general intent of this project was to engage in exploratory and developmental activities as a way of creating a fund of program development experience which could serve as a basis for establishing future projects in home economics occupational education relating to program and curriculum development, teacher education, and research.

One of the very basic developments in this project was the formulation of the conceptual framework which has been identified earlier in Chapter Two. One of the continuing problems in the project related to the need for making explicit the conceptual interpretations which were emerging from the discussions and activities associated with the various project developments. Thus, this "conceptual outcome" is viewed as an important result of project activities because it represents at least a "first step" in making explicit a number of nebulous ideas.

In addition to the previously mentioned "conceptual outcome", the outcomes resulting from the operation of the Hospitality Education Project represent two basic types of program development "potentials". The first type includes the material and information assembled for reference, the materials prepared for use in the project, and the materials prepared to summarize and report curriculum and operational developments emerging from project activities. The second type of outcome, while less tangible than the first is certainly no less important. It relates to the educational growth experienced by project participants at all levels -- the students, local school and advisory personnel, and those associated with teacher education. Both types of outcomes represent the development of essential resources for expanding the "frontiers" of the employment dimension in home economics education and contribute also to expanding resources for vocational education in general.

The following listing is included as a means of highlighting the nature and scope of the developments considered to represent major outcomes of the operation of the Hospitality Education Project.

> Reference Collection. Intended primarily as a "support-type" service, the reference materials assembled for use by project participants represented one of the most important outcomes of the initial months of project operation. In addition to use by project participants, the materials were also made available to staff and students in home economics and vocational education for class reference and independent study purposes.
>
> Bibliographies. General difficulties in locating and assembling those materials and references which

might be useful to project participants stimulated an intensive and continuing search, the results of which were assembled in the form of bibliographies of references, journals pertaining to hospitality services, and listing of available films and illustrative materials. With these efforts also came the realization of the type of needed materials which simply did not exist or which were in critical need of revision and modification for use in the educational setting of the secondary school.

Materials Developed for Use by Project Participants. Quantitatively and qualitatively this collection eventually grew to vast and varied proportions. The activities of the 1966 Summer Institute and the follow-up workshops required the preparation of a number of materials for program participants and the teachers and other school personnel involved. The teachers and food service supervisors in the clinical schools were encouraged to share instructional and evaluation materials which they developed for use in their own programs. As a result, a number of examples of teacher-made materials were collected. The resource people and consultants also contributed materials which they had developed and/or used for their participation in the project.

Of course, none of these materials were prepared in published form and since the limitation of project resources prevented the refinement of most of these materials, there exists at the conclusion of the project, a substantial collection to be further analyzed, organized, and refined into publishable material.

Project Documents and Unpublished Reports. In an exploratory and developmental project these types of materials are of particular value both in terms of providing a "history" of the project as a whole and for the examples which they might provide for anyone planning to extend the work or to undertake a similar effort. While these materials may not merit publication in their present form, they nevertheless represent important outcomes in terms of the groundwork which they provide for future efforts.

Publications. From the project-related experiences, several items were prepared in quantity for general distribution. A summary of the Hospitality Education

Project was included in the series of brochures prepared for distribution by the Research and Development Program. The initial phase of the project funded under contract OE5-85-111 was reported in the 1967 Research and Development Program: Project 801 Report. In addition, the present document summarizes the development, operation, and appraisal of the project over the period January 1, 1966 - June 30, 1969 and represents the final report of the project.

Two additional publications have been prepared in preliminary-draft form: (1) "Guidelines for Hospitality Education Program Development" and (2) "Selected Resource Materials for Instruction in Hospitality Services." These documents await further refinement and publication pending the availability of qualified personnel and funds to make them available to teachers, school administrators, and vocational education consultants and teachers engaged in program development and instruction in home economics occupational education and hospitality services.

This collection of publications serves both as tangible outcomes of the project and as information resources for future program development activities in the employment aspect of home economics and hospitality services.

Greater Awareness in the Educational and Industrial Community. The project activities served a catalytic role in bringing together at various times representatives from vocational education, counseling, and the business community to discuss the needs, problems, and possible approaches to providing vocational preparation for hospitality services at the secondary level. While this type of interaction is an absolute necessity to the successful development of new vocational education programs, this type of activity represents an important developmental outcome in the sense that new channels of communication were established and a new type of human resource was created to aid in the development and improvement of vocational education.

Personnel Development. From the program development efforts in the clinical schools there emerged a group of educational personnel whose experiences individually and collectively represented an important outcome in the development of the human talent necessary for the building and improvement of vocational education programs. This is not to suggest that the "learn by doing" approach is considered a complete professional growth experience. Rather, this type of expertice gained from personal experience serves as a foundation for continuing development and represents an important potential resource in terms of supervisors for future student teachers and consultation to others interested in developing programs focusing upon the hospitality services area and the employment dimension of home economics education. This outcome would apply both at the local level as well as at the level of teacher education and supervision.

Information Generation. Since the employment dimension of home economics education is a relatively new development, there is a great need for basic information related to the kinds of problems associated with program development and possible ways of confronting the problems in an effective manner. From the project activities, there emerged a "bank" of program development information structured in communications and publications and exchanged among the participants in the project. While closely related to outcomes dealing with publications and personnel development, the generation of program development information itself constitutes an important outcome of the developmental activities of the project.

Opportunities for Students. One of the most important outcomes associated with the operation of the project was the expanded vocational education opportunities provided for the students in the clinical schools. The preparatory classes and cooperative experiences in hospitality services added a dimension to the total vocational education program both in terms of increased educational and occupational opportunity and in terms of increasing the number of persons with initial occupational training in the field of commercial foods and hospitality services.

Implications for Future Projects and Activities. Exploratory and developmental activities are generally intended to produce starting points for research and program development activities of a more controlled and refined nature. Thus, the value of outcomes from an exploratory and developmental project results largely from their being used as extending aspects of the original project or being used as a foundation for the activation of additional activities. However, it must be noted that the foundational qualities of the outcomes must be put to continued use if the value is to be retained. In this sense, the outcomes have a temporary quality -- in other words, the value of the resources created through the project activities are likely to diminish if not applied to further expansion and refinement.

One of the strengths of a developmental and exploratory project is that this type of activity involves the participants as "creators of resources" -- and are thus key components in the overall project operation. While this approach is an important one for program areas with few existing models and established resources to draw upon, the approach is one requiring guarantees of continued long-term support and commitment to extending the activities to a refined stage of demonstration once the initial problems and workable solutions have been identified.

Without support for dissemination activities, the impact of the project is confined largely to the project participants. While in many ways, the immediate benefits of any developmental and exploratory activity acrue largely to those directly involved, one may well question whether limiting the impact in such a manner is appropriate in a situation such as that faced by home economics education where the need for comprehensive occupational program development information and research is so great. Difficult as it is to structure developmental activities which are of shorter duration and less open ended, future projects need to be designed to include "built-in" dissemination activities periodically during the operation of the project as well as at the conclusion. To say that his will require courage as well as imagination in design is an understatement. However, in the situation of home economics education where it is important for the related professional community to know something of the process and problems involved in the early stages of occupational program development, the "preliminary" findings (including those program features which do not seem promising) may be relatively as important as the outcomes identified at the conclusion of a project.

The question of the relative importance of research activities in a developmental and exploratory project must also be raised. On the basis of the various experiences in this project, it is concluded that one of the primary justifications for involving teacher educators and research staff in a clinical school approach is for the purpose of placing program development in a type of research context. Of course, in a developmental and exploratory project one would expect that the nature of the research would be primarily of the survey and descriptive types. The systematic acquisition of information from the various phases of project operation is necessary to any kind of adequate assessment. Ways must be found in future developmental projects based upon a clinical school approach to systematically acquire and analyze continual program feedback both for research and evaluation pruposes. In this project, the provision for designating the teacher in the clinical program as a research associate with scheduled time for preparing feedback from the program seemed, at the outset, a unique and promising way of guaranteeing continual feedback while at the same time assisting teachers to develop some basic research skills. However, if funding for this is not available (or in the case of this project, is reduced) other means of acquiring feedback must be found.

Greater emphasis (operational as well as intentional) must be given to teacher education if future projects in home economics occupational education are to have significant impact. While the preparation and upgrading of teachers participating in a given project is important, in itself it is not sufficient to justify the long-term involvement of teacher education personnel. If developmental (and demonstration) projects are to be considered investment-type operations, then it would seem that at least some of the teacher education expertice gained through the operation of the project must be systematically extended to other teachers and teacher educators if maximum "mileage" and return on the investment is to be realized. While this requires the allocation of increased resources (financial and others) as the project progresses, to do otherwise is to render the initial investment as less important as well as prohibit the maximazation of return.

It is almost impossible to make quality progress in a development curriculum project without guaranteed financial support which in turn translates into the human resources. A developmental and exploratory project may be viewed as an investment-type of activity rather than a discrete type of programmed research. Consequently, in a situation characterized by continually reduced financial and staffing resources, such as that faced by the R & D Program and the Hospitality Education Project, it may be questioned whether a developmental type of project should be undertaken or continued since the outcomes from the investment are more limited in their scope -- particularly in terms of prepared dissemination of outcomes and actual extension of initial efforts.

This dilemma is not easily resolved, nor is there any standard answer. Weighing all conditions, it is recommended as the result of the experience in this project, that future projects be drafted in such a way that shorter phases of operation be designed. With new projects, this will probably mean that a longer period of initial planning and preparation will need to take place (probably a minimum of one year). This would mean that project participants (especially at the clinical school level) would be closely involved for a much longer period prior to their actual initiation of the instructional phase of the project and, hopefully, would have completed more of the organizational details of the program earlier in the sequence. This also would afford more opportunity to project staff to devote greater effort to rescheduling in the event of a financial or contract crisis.

It would be highly desirable to also have contract dates (and thus project funding) correspond more closely with the phases of operation for the project. While this is not as easily arranged when a project is part of a larger contract operation, considerable difficulty is encountered when contract changes and funding reductions must be encorporated at times other than standard breaks of the academic calendar of clinical schools. This would, of course, be more important for projects encorporating a clinical phase in their operations.

Program development and innovation often carries with it an isolation of personnel which must be somehow overcome. The clinical school workshops did a great deal in overcomming this isolation. One of the most important features of the project was the periodic opportunities provided for the clinical school representatives to meet together and consider as a group their individual and collective program development concerns. In the process, both the clinical school teachers and the project staff came a long way in learning that program development and innovation need not be an isolated experience and that one's discoveries, insignificant though they may seem, may be an important contribution to the work of a colleague in another school. While in this project his took place on a rather small scale, if the initial experiences of the participants are extended to other situations, the indirect impact of this project will grow in scope and intensity over time.

APPENDIX A

SUGGESTED PROGRAM PATTERNS FOR PARTICIPATING IN THE HOSPITALITY EDUCATION PROJECT

PLAN I *Occupational Training*	*PLAN II* *Integrated Occupational Training*	*PLAN III* *Maximized Integrated Occupational Training*	*PLAN IV* *Special Opportunity Occupational Training*
2 hours a day (or equivalent) 2 semesters 1-2 credits in occupational core (depending upon school policy)	2 hours a day (or equivalent) 2 semesters 1 credit in occupational core 1 credit in applied subjects (selected from list below)	3 hours a day (or equivalent) 2 semesters 1-1½ credits in occupational core; 1-2 credits in applied subjects (maximum total for program — 3 credits)	2 or more hours a day 2 semesters 1-2 credits (depending upon program and school policy)
Occupational Training Core Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility.	*Occupational Training Core* Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility.	*Occupational Training Core* Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility.	*Occupational Training Core* Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility. (Note: Core would be modified to suit type of students involved & would be integrated to a high degree with related basic education understandings and skills.)
Integration Fundamental understandings and skills in mathematics, science and communication would be used in the occupational training program. Basic competency in general education would be assumed however, and concentrated integration would be less than in PLAN II.	*Integration* Orientation of basic education to occupational training: *a) one semester of each of two b) one year of one applied mathematics applied science applied English business (general or specialized course) Home economics (oriented to dual role of women) *preferred	*Integration* Orientation of basic education to occupational training: Combination of following to equal no more than 2 credits applied mathematics applied science applied English business economics social science home economics	*Integration* Basic general education to be related to understandings and skills of occupational training at special program level.

SOME EXAMPLES of possible orientations of occupational training and applied subjects to be integrated into the total program include:

Occupational Training Core. Laboratory approach to principles and skills on a small volume basis with application in a coordinated experience in a large quantity facility, (such as school lunch program).

Applied Mathematics. Application of fundamental mathematical understandings and skills to food production, sales, and service such as: use of measurement tools, computations of equivalent measures; proportionate increasing; decreasing, and quantity substitutions; study of food costs; time and temperature adjustment; writing and totaling guest check; making change; portion control.

Applied English. Developing competency in oral communications (greetings, farewells, introductions, handling complaints, taking and delivering orders); vocabulary and spelling (terms and techniques for menus, recipes, and serving procedures); reading and interpretation (menus, instructions, labels, case studies); oral and written reporting (demonstration, laboratory and work experiences); investigation of alternatives and drawing of conclusions in situations related to class and work experiences; supplying appropriate information for forms.

Applied Science. Health and sanitation, safety; use of chemicals; properties of matter as they relate to foods, tools, and processes used in the occupation (heat transfer, refrigeration, etc.).

Business. Specific skills related to occupation (typing, accounting, etc.); business and occupational trends in relation to getting, holding, and advancing in jobs; employee relationships; employee responsibilities and benefits.

Home Economics. Oriented to families in which homemakers assume multiple roles of homemaker, parent, and wage-earner.

Special Education. Provide and relate basic educational skills to occupational training, special supplementation where needed.

It would also be necessary to provide continuous guidance for students from the time of selection preliminaries through the time when employment is secured. Sufficient follow-up of students as they continue in jobs is also a vital consideration.

Pilot Programs in Training for Hospitality Occupations Sample Pattern of Instruction - Plan II

Block of 2 periods

	Monday	Tuesday	Wednesday	Thursday	Friday
CAFETERIA MANAGER			Supervised Work Experience		
			Group A	Group B	Group C
Teacher (1)	*Lab. I* Principles of Food Production & Service	*Lab. II* Principles of Food Production & Service	Supervision independent study; spec. problems;		
	Group A & 1/2 Group B	Group C & 1/2 Group B	enrichment experiences, Group C	Group A	Group B
Teacher (2)	II. Applied Math*	I. Applied Math*			
	Group C & 1/2 Group B	Group A & 1/2 Group B	Group B	Group C	Group A

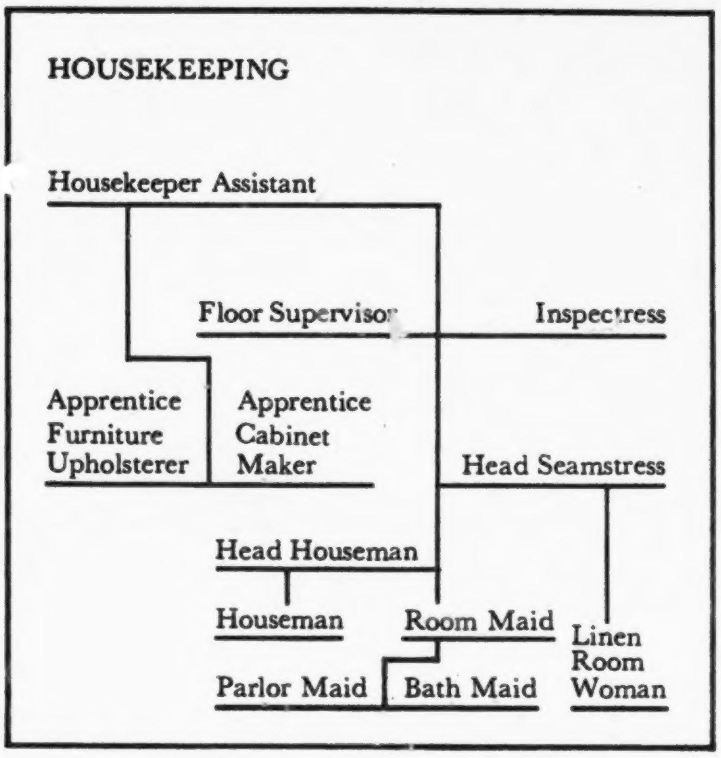
*Applied English during 2nd semester or teach both all year dividing up days or periods.

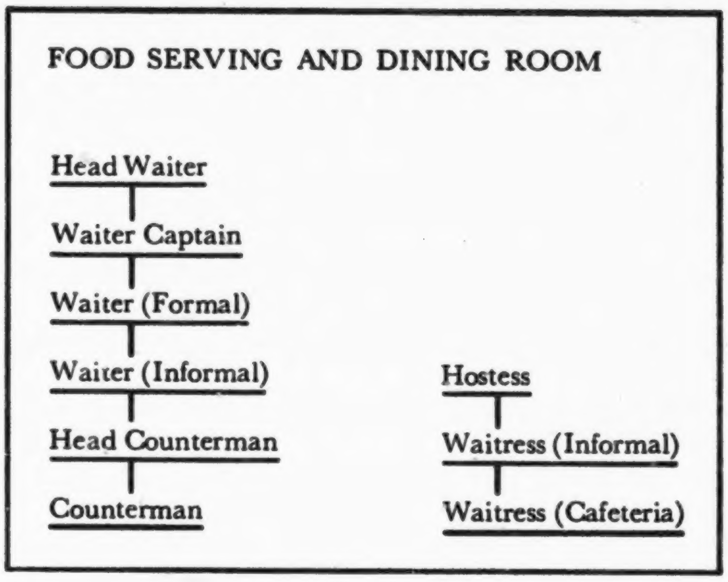
Credits for year

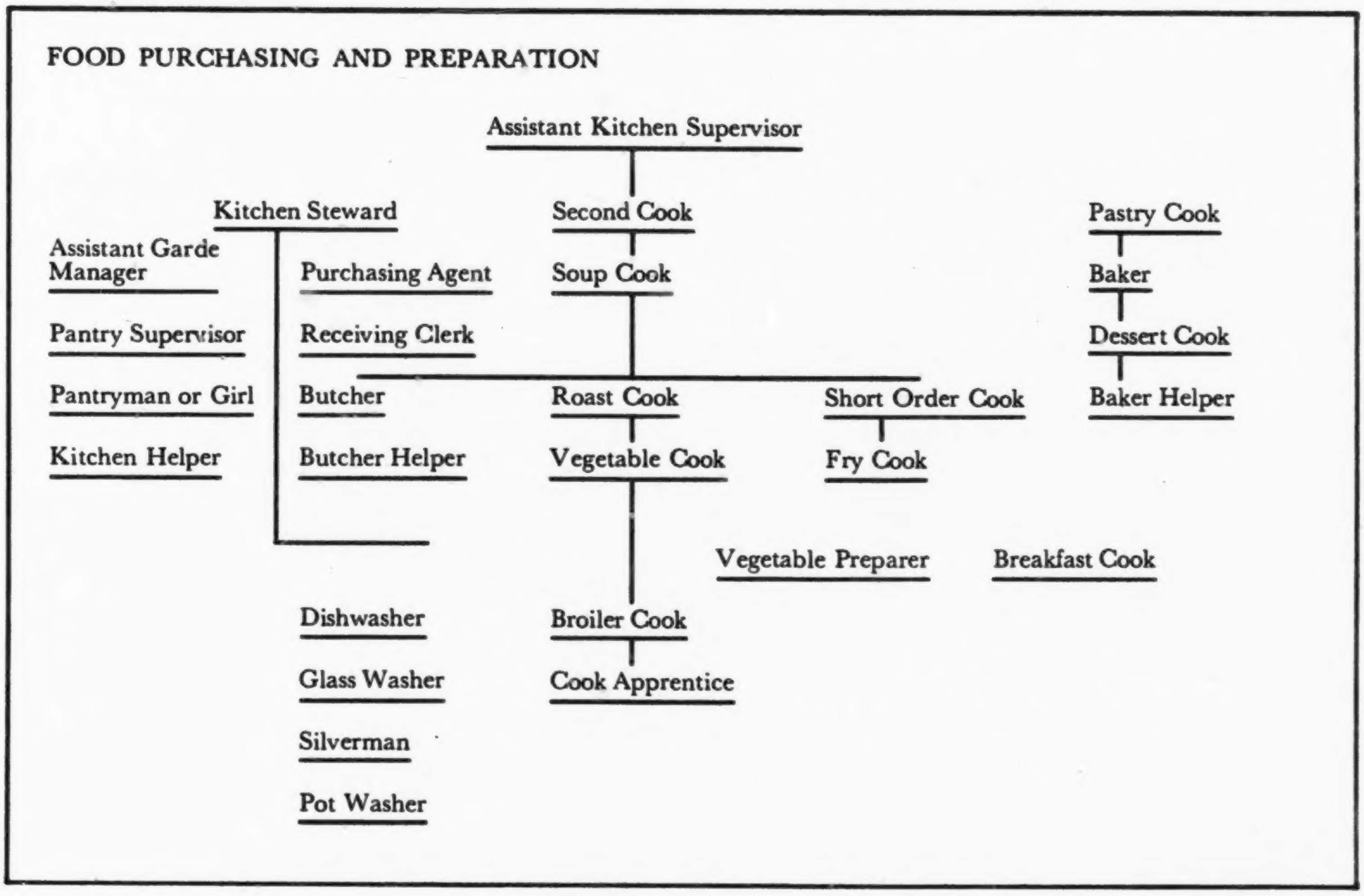
1 credit - occupational training core
1/2 credit - applied English
1/2 credit - applied Math

*EXAMPLES OF OCCUPATIONAL OPPORTUNITIES IN THE HOSPITALITY INDUSTRY**

PLEASE NOTE: These charts are included to indicate a range and relationship of occupational opportunities in the hospitality industry. Occupational training programs at the secondary school level would not include all of the occupations in these charts.


HOUSEKEEPING
Housekeeper Assistant
Floor Supervisor
Inspectress
Apprentice Furniture Upholsterer
Apprentice Cabinet Maker
Head Seamstress
Head Houseman
Houseman
Room Maid
Linen Room Woman
Parlor Maid
Bath Maid


FOOD SERVING AND DINING ROOM
Head Waiter
Waiter Captain
Waiter (Formal)
Waiter (Informal)
Head Counterman
Counterman
Hostess
Waitress (Informal)
Waitress (Cafeteria)


FOOD PURCHASING AND PREPARATION
Assistant Kitchen Supervisor
Kitchen Steward
Second Cook
Pastry Cook
Assistant Garde Manager
Purchasing Agent
Soup Cook
Baker
Pantry Supervisor
Receiving Clerk
Dessert Cook
Pantryman or Girl
Butcher
Roast Cook
Short Order Cook
Baker Helper
Kitchen Helper
Butcher Helper
Vegetable Cook
Fry Cook
Vegetable Preparer
Breakfast Cook
Dishwasher
Broiler Cook
Glass Washer
Cook Apprentice
Silverman
Pot Washer

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*Adapted from materials prepared by the curriculum Sub-Council of the Hotel and Restaurant Advisory Council to the Job Corps (2/August/1965)

APPENDIX B

CONDITIONS FOR PARTICIPATION

SCHOOL SELECTION. In selecting schools to serve as clinical sites for the project, the following will be considered:

1. *Type of potential program.* It is recognized that some variations in potential programs will exist due to the nature and availability of jobs, the size of the community, and socio-economic factors. Multiple representations of several basic programs are desired. Consideration will also be given to the type of students to be selected for the programs.
2. *Geographic distribution.* Locations in various regions of the state will be selected to serve as regional centers of dissemination. Some variety in type of community (urban, suburban, tourist area) is also desired.
3. *Size of School.* An attempt will be made to obtain a representative sample of Michigan high schools having an enrollment exceeding 500 students (in grades 9-12 or the equivalent).
4. *Facilities.* There must be provision for appropriate laboratory and instructional facilities in relation to the proposed program.
5. *Availability of qualified staff.* Teachers of the occupational core must be appropriately certified. Co-operating teachers and resource staff must be available and willing to participate. Teachers and resource staff who are enthusiastic, resourceful, imaginative, and capable of directing effective vocational education are desired. Full administrative support, an enthusiastic climate toward research, and understanding support from fellow faculty, the guidance department, and school food service are also important.

PILOT PROGRAM CONTRACTS. Michigan State University will supply school districts with a written agreement outlining the responsibilities of M.S.U. and the school district with respect to the pilot research program.

Following is a summary of agreements for pilot schools and associate schools:

PILOT SCHOOLS

Michigan State University agrees to:

1. provide experimental teaching materials and aids and assist with the development of course outlines and curriculum guides.
2. provide consultant time of M.S.U. research staff for visitation at participating schools and for teacher education conferences and workshops.
3. provide a three week summer institute and five days of workshops during the school year. Room, board, tuition, travel, books and materials will be provided by Michigan State University.
4. reimburse up to 50% of the period of teacher time daily devoted to evaluation and research.
5. provide follow-up instruments for graduates of pilot programs.
6. provide testing instruments as needed for research.

School agrees to:

1. initiate and operate program according to pilot plan specifications.
2. provide 5 days released time for teachers to attend workshops during the school year.
3. send teacher to a three week summer institute at M.S.U.
4. provide one period daily for preparation and program evaluation of pilot project and submit monthly reports on progress of pilot program to project leader. Teachers will be designated as research associates. Schools in which a team of teachers is involved in a program should designate one of the team as the program leader.
5. provide for testing of students in the pilot program at selected intervals of the school year.
6. provide usual instructional materials such as textbooks, reference books and materials, and audio-visual materials.
7. provide for adequate room space and for facilities, furniture, and fixtures as needed for operation of the program.
8. establish a local advisory committee for the program.
9. provide M.S.U. research staff with opportunity for observation of the pilot program.
10. provide for follow-up of pilot classes.

ASSOCIATE SCHOOLS

Michigan State University agrees to:

1. provide experimental teacher materials and aids and assist with the development of course outlines and curriculum guides.
2. provide consultant time of M.S.U. research staff for visitation at participating school and for teacher education conferences and workshops.
3. provide a three week summer workshop for teacher training of interested teachers in associate schools. Expenses to be paid by the individual teacher and/or his school district.
4. provide five days of workshops for interested teachers in associate schools, with expenses of travel, lodging and subsistence to be paid by the local school district or the individual.
5. provide instruments for follow-up of graduates of pilot programs.
6. provide testing instruments as needed for research.

School agrees to:

1. initiate and operate program according to pilot plan specification.
2. provide 5 days release time for teacher to attend workshops during the school year.
3. encourage teachers to attend three week summer workshop.
4. provide usual instructional materials such as textbooks, reference books and materials, and audio-visual materials.
5. provide M.S.U. research staff with opportunity for observation of the pilot program.
6. provide for adequate room space and for facilities, furniture, and fixtures needed for operation of the program.
7. establish a local advisory committee for the program.
8. if possible, provide one period daily for teacher preparation and program evaluation of pilot project and
   a. submit monthly reports on progress of pilot program to project leader.
   b. provide for testing of students in the pilot program as needed for research.
   c. provide for follow-up of pilot classes.

APPENDIX C

PROJECT PERSONNEL

Project Position	Staff*	Rank	Field	% M.S.U. Appointment	% Time H.E.P.	Source of Funds: Contract	Appointment Dates
Project Leader	Carolyn Dommer	Asst. Instructor	Home Economics	100	50	X	1/1/66-6/30/66
			Education	100	100	X	7/1/66-8/31/66
		Instructor	"	100	100	X	9/1/66-6/30/66
				100	100	X	7/1/67-8/15/67
				100	50	X	9/1/67-6/30/68
				50	100	X	9/1/68-6/30/69
Instructor	Jean McFadden	Instructor	Institution Administration	100	100	X	7/1/66-7/31/66
Research Assistants	Richard Acosta	Grad. Asst.	Hotel Mgt.	50	100	X	3/16/66-6/15/66
				50	100	X	6/15/66-8/15/66
				25	100	X	9/16/66-3/15/67
	Shirley Brewer	Grad. Asst.	Home Economics	50	100	X	3/16/66-6/15/66
			Education	50	100	X	6/16/66-8/15/66
	Dorothy West	Grad. Asst.	Home Economics	50	100	X	9/16/66-6/15/67
			Education				7/1/67-8/31/66
	Jack Hruska	Grad. Asst.	Distributive Education	50	50	X	9/16/67-6/15/68
	Joan Quilling	Grad. Asst.	Home Economics	50	100	X	9/16/67-6/15/68
			Education				9/16/68-6/15/69
Secretaries	Particia Lamb			100	34	X	1/1/66-8/31/66
	Lois Daleiden			100	25	X	9/1/66-11/4/66
	Sandra Springstead			100	25	X	11/20/66-

APPENDIX D

CONSULTANTS AND RESOURCE PERSONS SERVING THE HOSPITALITY EDUCATION PROJECT

(1/1/66 - 8/31/66)

NAME	INSTITUTION, AGENCY, OR ORGANIZATION	POSITION*
Adloff, Betty	Grand Rapids Public Schools	Teacher
Barbour, Henry Ogden	Michigan State University	Director, School of Hotel Restaurant and Institutional Management
Barrett, Mary	Owosso Memorial Community Hospital	Director of Food Service
Bates, Hope	Lansing Public Schools	Teacher
Bedell, George	National Restaurant Assn.	Management Training
Bongay, Roseann	Michigan State University	Residence Hall Manager
Coyle, Helen	Local 705 Hotel and Restaurant Employees Union	Board Member and Waitress
Drake, Evelyn	Michigan State University	Kellogg Center Food Service Director
Dymit, Joe	Swift and Company	Director of Quantity Food Research Division
Gaylor, Barbara	Michigan Department of Education	Chief, Homemaking and Family Life Education
Gifford, Hilda	Project FEAST	Director
Haines, Peter G.	Michigan State University	Professor, Business and Distributive Education
Heatherington, Anne	Lansing Public Schools	Food Service Coordinator
Hurst, Michael	Wm. Schuler's Inc.	Executive Vice President
Kotschevar, Lendal	Michigan State University	Professor, Hotel Management
McCoy, Shirley	Waterford Township Schools	Director of Food Service
McFadden, Jean	Michigan State University	Instructor, Institution Administration
Olson, C. J.	Standard Brands, Inc.	Sales Representative
Palmer, Mike	Proctor & Gamble	Director, Bakery and Restaurant Research Kitchens
Phillips, Robert	Economic Laboratories	Sales Representative
Potter, Norman	Michigan State University	Assistant Manager, University Residence Halls
Rose, Zelna	Waterford Township Schools	Cafeteria Manager
Stafford, William	Michigan State University	Food Production Specialist
Tumath, Eleanor	Grand Rapids Public Schools	Supervisor of Home Economics and Director of Food Service
Vlahakis, Angelou	Jim's Restaurant, Lansing	Assistant Manager
Withers, Rex Todd	Michigan Dept. of Education	Chief, Homemaking and Family Life Education
Wojtysiak, Sigmund	Department of Labor	Chief, Wage-Hours Division

APPENDIX D (Cont.)

(9/1/66 -6/30/69)

NAME	INSTITUTION, AGENCY, OR ORGANIZATION	POSITION*
Bryam, Harold	Michigan State University	Professor and Coordinator Agricultural Education; Project Leader for R & D Evaluation Systems Project
Bolhuis, John	Mary Avis Corp.	Chairman, Educational Committee of the Michigan Restaurant Association
Gross, Carl H.	Michigan State University	Chairman, Department of Secondary Education and Curriculum
Haines, Peter G.	Michigan State University	Professor and Coordinator of Business and Distributive Education; Director of R & D Program
Jones, Marlene	Area Vocational School, Perrysburg, Ohio	Chairman, Home Economics Occupational Program
Mallory, Bernice	U.S.O.E.	Program Specialist, Home Economics Education
McCrimmon, Eleanor	Michigan Department of Education	Consultant, Home Economics Education (Occupational Emphasis)
Meaders, O. Donald	Michigan State University	Assistant Direcotr of R & D Program; Associate Professor, Agricultural Education

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*Position of time of participation in Hospitality Education Project.

APPENDIX E

CONTRIBUTIONS OF PROJECT STAFF THROUGH PROFESSIONAL MEETINGS, VISITATIONS, CONFERENCES AND WORKSHOPS

(January 1, 1966 - May 31, 1968)

January 12, 1966	Proposed project announced by project leader at meeting of high school vocational directors and administrators; sponsored by the R & D Program.*
January 17, 1966	Project leader describes proposed project to Michigan Council on Education for the Hospitality Industry.*
March 9, 1966	Project leader describes project to Michigan Department of Education meeting for City Supervisors of Home Economics in Michigan.*
March 15-17, 1966	Project leader visited Project FEAST (San Francisco, California).
March 28-31, 1966	Project leader participated in National Seminar on Occupational Education in Home Economics at the Center for Research and Leadership Development in Vocational-Technical Education, The Ohio State University.*
June 3, 1966	Participation of H.E.P. staff in R & D Conference for Staff from the Michigan Department of Education, R.C.U. and M.S.U. College of Education.*
June 21, 1966	Address by project leader at Michigan Coordination Conference.*
July 6-27, 1966	Institute for clinical school personnel for Hospitality Education Project.*
July 26, 1966	H.E.P. Advisory Committee meeting.*
August 19, 1966	H.E.P. Advisory Committee meeting.*
September 22, 1966	Project leader described Hospitality Education Project at Annual Convention of the Michigan Hotel-Motel Association.

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*Indicates presentation or other program responsibility relating to describing or discussing the Research and Development Program and the Hospitality Education Project.

APPENDIX E (Cont.)

October 10, 1966	Meeting with representative from the Ford Foundation (sponsored by Michigan State University College of Education).*
October 25-27, 1966	Project leader participated in Michigan Research Coordinating Unit Conference at Michigan State University.
November 1-2, 1966	First Hospitality Education Project workshop for clinical school personnel.*
November 12, 1966	Project leader discussed Hospitality Education Project at annual conference of Michigan Home Economics Teachers (Traverse City, Michigan).*
November 22-23, 1966	Project leader conferred with U.S. Office of Education staff regarding the operation of the Hospitality Education Project and projections for future developments.*
November 28, 1966	Consultant conference for project evaluation (Mrs. Marlene Jones, Home Economics Supervisor, Penta-County Vocational School, Perrysburg, Ohio).*
December 1-2, 1966	Consultant conference for project evaluation (Dr. Bernice Mallory, U.S. Office of Education).*
December 5-8, 1966	Project leader participated in American Vocational Association meeting (Denver, Colorado).
January 4, 1967	Conference with Home Economics Education staff of the Michigan Department of Education.*
January 13, 1967	Project leader participated in conference of Michigan Home Economics Teacher Educators (East Lansing, Mich.).
January 20, 1967	R & D Program conference for clinical school representatives.*
February 13-14, 1967	Project leader conferences with R & D Project Officer, Dr. Calfrey Calhoun, during his visit to Michigan State University R & D Program.
February 15, 1967	Project leader presented report to Department of Secondary Education and Curriculum.*

APPENDIX E (Cont.)

February 22, 1967	Project leader presented Project report to Home Economics Education graduate seminar.*
March 2-3, 1967	Conference with Home Economics Education staff of the Michigan Department of Education.*
March 14-16, 1967	Project leader participated in Region V U.S.O.E. Conference (Chicago, Illinois).*
March 30, 1967	Conference with Home Economics Education staff of the Michigan Department of Education.*
April 7, 1967	Project leader reported the scope and progress of the Hospitality Education Project at the meeting of Michigan Home Economics Teacher Educators (Kalamazoo, Michigan).*
April 29, 1967	Project leader participated on a panel on food service education at N.E.A. 100 Cities Assembly (Lansing, Michigan).*
May 4-5, 1967	Third Hospitality Education Project workshop for clinical school personnel.*
May 18, 1967	Project leader participated in Michigan Council on Family Relations Conference at Michigan State University.
May 26, 1967	Project leader attended Michigan State University College of Education symposium, "Special Education and Vocational Education: A Dialogue in Curriculum Integration".
June 1, 1967	Conference with Home Economics Education staff of the Michigan Department of Education.*
July 23 - August 11, 1967	Project leader participated in National Occupational Education Institute for Home Economics Teacher Educators and State Supervisors (Iowa State University, Ames, Iowa).*
August 14-25, 1967	Project leader served as consultant for Home Economics Education Workshop, State University College, Buffalo, New York.*
October 3, 1967	Project leader presented Hospitality Education Project summary to Michigan Council on Food Service Education (Algonac, Michigan).*

APPENDIX E (Cont.)

October 9-11, 1967	Project leader participated in State Homemaking Teachers Conference (Traverse City, Michigan).
October 26, 1967	Review of Hospitality Education Project at Evaluation Systems Project Conference, Michigan State University (project leaders and assistants).*
November 2-3, 1967	Fourth Hospitality Education Project workshop for clinical school personnel.*
December 4-7, 1967	Project leader participated in American Vocational Association meeting (Cleveland, Ohio).
January 10, 1968	Project leader participated in Michigan Department of Education Conference on Home Economics Occupational Education (East Lansing, Michigan).
January 19, 1968	Project leader visitation to vocational food service programs of the Detroit Public Schools and consultations with teaching and supervisory personnel.
February 8-9, 1968	Fifth Hospitality Education Project workshop for clinical school personnel.*
February 26, 1968	Hospitality Education Project report by project assistant at Michigan Industrial Education Conference (East Lansing, Michigan).*
March 7, 1968	Project leader served as consultant for In-Service Education Conference for Food Service Teachers in the Lansing Public Schools.
March 12, 1968	Conference on research and program development proposals with Home Economics Education staff of the Michigan Department of Education.*
April 22, 1968	Project leader participated in meeting of the Educational Committee of the Michigan Restaurant Association (Detroit, Michigan).*
May 2-3, 1968	Sixth Hospitality Education Project workshop for clinical school personnel.*
May 10, 1968	Project leader participated in Spring meeting of Michigan Home Economics Teacher Educators (East Lansing, Michigan).

APPENDIX F

HOSPITALITY EDUCATION PROJECT: ADVISORY COMMITTEE MEMBERSHIP

Dr. Twyla Sheer, Assistant Professor
Home Economics Education
332 Erickson Hall
Michigan State University
East Lansing, Michigan

Miss Jane Walters
Michigan Dietetic Association
Administrative Dietitian
Harper Hospital
3825 Brush
Detroit, Michigan

Mr. John Doherty, Executive Secretary
Michigan Health Council
712 Abbott
East Lansing, Michigan

Mr. Louis Krass
Michigan Bell Telephone Company
23500 Northwestern Hwy. Rm. E-31
Southfield, Michigan

Professor Henry Ogden Barbour, Dir.
School of Hotel, Restaurant &
Institutional Management
410 Eppley Center
Michigan State University
East Lansing, Michigan

Miss Barbara Gaylor, Chief
Homemaking and Family Life Education
Box 928
Lansing, Michigan

Mrs. Helen C. Weiss, Director
Educational Institution
American Hotel and Motel Association
77 Kellogg Center
Michigan State University
East Lansing, Michigan

Mr. John Brennan
Detroit Club Managers Association
Oakland Hills Country Club
Birmingham, Michigan

Mr. Nort Furay, President
Hotel, Motel and Restaurant Employees
Union, Local 705
100 Selden
Detroit Michigan

Mr. Richard Shupe, Consultant
Business and Distributive Education
Division of Vocational Education
Box 928
Lansing, Michigan

APPENDIX G

SUMMARY OF HOSPITALITY EDUCATION INSTITUTE PROGRAM
July 6-27, 1966
Rooms 73 and 76, Kellogg Center
Michigan State University

INSTITUTE STAFF:

Director:	Miss Carolyn Dommer, Project Leader, Hospitality Education Project
Consultants:	Miss Jean McFadden, Instructor, Department of Institute Administration, Michigan State University
	Miss Eleanor Tumath, Director of Food Service and Home Economics, Grand Rapids Public Schools
Graduate Assistants:	Mrs. Shirley Brewer, Post Masters Program, Home Economics Education
	Mr. Richard Acosta, Masters Program, Hotel and Restaurant Management

REGULARLY SCHEDULED ACTIVITIES:

--Daily Schedule	(approximate): 8:00 a.m. - 4:00 p.m. Morning break - generally around 10 a.m.* Afternoon break - " " 2:30 p.m.* Lunch " 12:00 noon - 1:00 p.m.*
--View Materials; Film Previews	8:00 - 9:00 a.m. daily
--Idea Exchange	Daily individual 5 minute reports by institute participants of suggested classroom practices in teaching occupational education
--Team Reports	Daily beginning July 13. Short (15-20 minutes) reports of suggested program development practices by two-person teams of institute participants
--Resource Unit Group Meetings	Generally daily -- morning or afternoon
--Conferences	Generally daily on an appointment basis
--Tours	Several short tours to campus food service facilities
--Dinner (evening)	Local restaurants on list have agreed to provide short tours of facilities upon request by institute participants

TIME	TOPIC/EVENT	SPEAKERS/RESOURCE PERSONS
Wednesday July 6, 1966		
9:00 - 10:00 a.m.	REGISTRATION & INSTRODUCTION TO INSTITUTE	Miss Carolyn Dommer, Project Leader

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*Will be joined by guest speakers on the day of their presentations.

APPENDIX G (Cont.)

TIME	TOPIC/EVENT	SPEAKERS/RESOURCE PERSONS
10:30 - 12:00 noon	OVERVIEW OF THE FOOD SERVICE INDUSTRY	Mr. George Bedell, National Restaurant Association
1:00 - 1:45 p.m.	THE RESEARCH AND DEVELOPMENT PROGRAM: FUTURE DIRECTIONS IN VOCATIONAL EDUCATION	Dr. Peter G. Haines, Director, R & D Program
1:45 - 2:15	SCOPE OF THE HOSPITALITY INDUSTRY	Professor Henry Ogden Barbour, Director, M.S.U. School of Hotel, Restaurant, and Institutional Management
2:45 - 4:00	NATURE OF PROPOSED HOSPITALITY EDUCATION PROGRAMS, INSTITUTE ACTIVITIES AND ASSIGNMENTS	Miss Carolyn Dommer, Project Leader
Tuesday July 7, 1966		
9:00 - 9:45 a.m.	FRAMEWORK FOR OCCUPATIONAL EDUCATION PROGRAM DEVELOPMENT	Institute Staff
9:45 - 10:15	GUIDELINES FOR RESOURCE UNITS: PURPOSE, CONTENTS, FORMAT	Institute Staff
10:30 - 12:00 noon	DETERMINING THE OVERALL TRAINING REQUIREMENT PART 1: ANALYZING AND DESCRIBING OCCUPATIONAL TASKS	Miss Carolyn Dommer, Project Leader
1:00 - 3:30 p.m.	PART 2: CHARACTERISTICS AND NEEDS OF TRAINEES	
3:30 -4:00	SPECIAL GROUP CONFERENCE SESSIONS WITH INSTITUTE PARTICIPANTS	Institute Staff
Friday July 8, 1966		
9:00 - 11:30 a.m.	HOW TO TRAIN	Mr. C. J. Olson, Sales Representative, Standard Brands, Inc.
12:30 - 4:00 p.m.	RESOURCE UNIT GROUP MEETINGS	

APPENDIX G (Cont.)

TIME	TOPIC/EVENT	SPEAKERS/RESOURCE PERSONS
Monday July 11, 1966		
9:00 - 10:15 a.m.	DEMONSTRATION: WAITRESSING	Mrs. Helen Coyle, Restaurant Employees Local 705, Detroit, Michigan
10:30 - 11:30	GUIDELINES FOR RESOURCE UNITS: OBJECTIVES	Miss Dommer
12:30 - 1:30 p.m.	OCCUPATIONAL BRIEF: GRILL COOK AND SHORT-ORDER COOK	Mr. Norman Potter, Assistant Manager, M.S.U. Residence Halls
1:45 - 2:45	RESOURCE UNIT GROUP MEETINGS	
3:00 - 4:00	TOUR: KELLOGG CENTER FOOD SERVICES	Mrs. Evelyn Drake, Food Service Director, Kellogg Center
Tuesday July 12, 1966		
9:30 - 12:00 noon	ORIENTATION TO ROLE IN CLINICAL PROGRAMS AND HOSPITALITY EDUCATION PROJECT	Institute staff
1:00 - 2:30 p.m.	GUIDELINES FOR RESOURCE UNITY: DESIGNING LEARNING EXPERIENCES	Miss Dommer
2:30 - 4:00	RESOURCE UNIT GROUP MEETINGS	
Evening	SOCIAL (Picnic)	
Wednesday July 13, 1966		
10:20 a.m. - 12:20 p.m.	DEOMONSTRATION: MEAT COOKERY	Mr Joe Dymit, Swift & Co.
1:20 - 4:00 p.m.	RESOURCE UNIT GROUP MEETINGS	
Thursday July 14, 1966*		
10:15 - 11:30 a.m.	SYMPOSIUM I: FOOD SERVICE PROGRAMS FOR MICHIGAN YOUTH	Miss Anne Heatherington and Mrs. Hope Bates, Lansing Public Schools

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*Clinical School Administrators & Counselors as guests for the day

APPENDIX G (Cont.)

TIME	TOPIC/EVENT	SPEAKERS/RESOURCE PERSONS
11:30 a.m. - 1:00 p.m.	THE ROLE OF UNIONS IN OCCUPATIONAL EDUCATION	Mrs. Myra Wolfgang* V.P., Hotel, Restaurant & Bartenders Union, International
1:00 - 4:00	RESOURCE UNIT GROUP MEETINGS	
Friday July 15, 1966		
10:15 - 11:30 a.m.	SYMPOSIUM #2: FOOD SERVICE PROGRAMS -- PICTURES TELL A STORY	Mrs. Shirley McCoy, Director of Food Service, Waterford Township Schools
11:30 a.m. - 2:00 p.m.	APPROACHES TO TEACHING PRINCIPLES OF FOOD PRODUCTION	Dr. Lendal Kotschevar, Professor, Hotel Management, Michigan State University
2:15 - 4:00 p.m.	RESOURCE UNIT GROUP MEETINGS	
Monday July 18, 1966		
9:45 - 11:30 a.m.	RESOURCE UNIT GROUP MEETINGS	
11:30 a.m. - 4:00 p.m.	TOUR: (lunch) OWOSSO MEMORIAL COMMUNITY HOSPITAL	Mrs. Mary Barrett, Director of Food Service
Tuesday July 19, 1966		
10:15 - 12:00 noon	RESOURCE UNIT GROUP MEETINGS	
1:00 - 1:45 p.m.	SYMPOSIUM #3: GOOD SERVICE EDUCATION IN GRAND RAPIDS	Miss Eleanor Tumath, Director of Food Service and Home Economics; Mrs. Betty Adloff, Home Economics Teacher; Grand Rapids Public Schools
1:45 - 3:00 p.m.	RESOURCE UNIT GROUP MEETINGS	
Evening	SOCIAL: BUFFET SUPPER	Hostess: Miss Dommer
Wednesday July 20, 1966		
8:00 - 12:00 a.m.	DEMONSTRATION: CAKES AND PASTRIES	Mr. Mike Palmer, Proctor & Gamble

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* Speaking engagement not fulfilled.

APPENDIX G (Cont.)

TIME	TOPIC/EVENT	SPEAKERS/RESOURCE PERSONS
1:00 - 4:00 p.m.	RESOURCE UNIT GROUP MEETINGS	
Thursday July 21, 1966*		
9:50 - 10:15 a.m.	COFFEE HOUR: MEET WITH PANEL MEMBERS	
10:15 - 11:30	LEVELS OF PERSONNEL NEEDED: INDUSTRIAL PANEL	Mrs. Ruth Bowers, Bill Knapps Michigan, Inc., Mr. Michael Hurst, Win Schulers, Mr. Angelou Vlakakis, Jim's Restaurant, Lansing
11:30 - 1:00 p.m.	LUNCHEON: PANEL MEMBERS AND SCHOOL ADMINISTRATORS AS GUESTS	
1:00 - 1:30	SANITATION AND EFFECTIVE DISHWASHING	Mr. Robert Phillips, Economic Laboratories
1:30 - 4:00	RESOURCE UNIT GROUP MEETINGS	
Friday July 22, 1966		
10:45 a.m. - 2:00 p.m.	RESOURCE UNIT GROUP MEETINGS	
2:30 - 3:00 p.m.	TEAM REPORT: ORIENTATION FOR TOUR	
3:00 - 4:00	TOUR: KELLOGG CENTER HOUSEKEEPING SERVICE	
Monday July 25, 1966		
10:15 - 11:15 a.m.	THE TEACHER, THE TRAINEE, AND THE LAW	Mr. Sigmund Wojtysiak, Chief, Wage-Hours Division, Michigan Department of Labor
11:15 - 12:00 noon	PROFESSIONAL AFFILIATIONS	Professor Henry Ogden Barbour
1:00 - 4:00 p.m.	RESOURCE UNIT GROUP MEETINGS	
Evening	SOCIAL: GROUP DINNER AT LOCAL RESTAURANT	
Tuesday July 26, 1966		
9:30 - 10:30 a.m.	COFFEE HOUR	

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*Clinical school administrators and counselors as guests for the day

APPENDIX G (Cont.)

TIME	TOPIC/EVENT	SPEAKERS/RESOURCE PERSONS
10:30 - 11:30	REPORT AND DISCUSSION OF PROJECT F.E.A.S.T.	Institute staff and participants
11:30 a.m. - 1:00 p.m.	RESOURCE UNIT GROUP MEETINGS AND MEETING OF H.E.P. ADVISORY COMMITTEE	
Wednesday July 27, 1966		
9:00 - 12:00 noon	PRESENTATION OF RESOURCE UNITS	Institute participants
12:00 - 1:30 p.m.	LUNCH: SPONSORED BY R & D PROGRAM	
1:30 - 3:00 p.m.	EVALUATION OF INSTITUTE AND CLOSING CHALLENGES	Institute director

PARTICIPANTS

Clinical School Representatives

Mrs. Betty Adloff[1]
Home Economics Teacher
Creston High School
Grand Rapids, Michigan

Mrs. Ruth Chamberlain
Director of Food Service
Petoskey Public Schools
Petoskey, Michigan

Mrs. Mary Hack
Director of Food Service
Warren Consolidated Schools
Warren, Michigan

Mrs. Georgia Holdorf[1]
Home Economics Teacher
Grand Blanc High School
Grand Blanc, Michigan

Mrs. Carolyn LePage
Cafeteria Manager
Grand Blanc High School
Grand Blanc, Michigan

Mrs. Marcia Miller[1]
Home Economics Teacher
Petoskey High School
Petoskey, Michigan

Mrs. Irene Sample[1]
Food Service Teacher
Lakeview High School
St. Clair Shores, Michigan

Miss Susan Schumann[1]
Home Economics Teacher
Warren High School
Warren, Michigan

Mrs. Thelma Stringer[1]
Food Service Teacher and Director of Food
Algonac High School
Algonac, Michigan

---

[1] Teacher/research associate for Hospitality Education Project

APPENDIX G (Cont.)

Miss Eleanor Tumath
Supervisor of Home Economics and Director of Food Service
Grand Rapids Public Schools

Miss Virginia Van Popering[1]
Home Economics Teacher
Kenowa Hills High School
Grand Rapids, Michigan

Mrs. Jane Wagner[2]
Cafeteria Manager
Lakeview High School
St. Clair Shores, Michigan

Guest Participants

Mr. Richard Acosta
Graduate Student
Michigan State University

Mrs. Joan Haley
Coordinator of Home Economics
Flint Community Junior College
Flint, Michigan

Mrs. Molly Heidel[2]
Adult Training Specialist
Dept. of Vocational Education
Nashville, Tennessee

Mrs. Connie Herndon
Food Service Teacher
Windham High School
Willimantic, Connecticut

Mrs. Coral Tanner
Home Economics Teacher
Carlson High School
Gibraltar, Michigan

Mrs. Jean Weston
Home Economics Teacher
Troy High School
Troy, Michigan

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[1] Teacher/research associate for Hospitality Education Project

[2] Part-time attendance

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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TITLE

HOSPITALITY EDUCATION CURRICULUM DEVELOPMENT PROJECT

PERSONAL AUTHOR(S)

Dommer, Carolyn

INSTITUTION (SOURCE) Research and Development Program in Vocational-Technical Education, Michigan State University, East Lansing

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IDENTIFIERS

ABSTRACT

Hospitality Education Project 1/1/66-6/30/69 had two basic purposes: (1) to stimulate and aid in developing new occupational education programs related to home economics, and (2) to acquire (from studying the developing programs) descriptive information useful as directions and guidelines for teacher education, research, and program development. This curriculum-development project involved several interrelated functions: (1) project organization and management; (2) personnel development; (3) clinical school consultation and coordination; (4) curriculum formulation; (5) reference and instructional materials acquisition and preparation; (6) data collection and analysis; (7) evaluation; and (8) reporting and disseminating.

Seven Michigan high schools served as clinical schools providing laboratory, leadership training, and research roles a working environment in which teaching ideas, procedures, and materials could be generated, reviewed, and refined. Workshops and conferences for clinical school personnel provided in-service education and sharing program-development experiences.

Outcomes emerging from this developmental project were: high school programs providing expanded occupational education opportunities; a cadre of teachers and school personnel with professional experience; a conceptual framework for occupational program development for hospitality services and home economics; a fund of information and working materials regarding approaches and problems involved in conducting a developmental project.